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ABSTRACT

Much has happened in the field to alter the nature of library services to the Mexican American. The newest areas of library services available to Mexican Americans are at the public school and at the university level. This paper brings together some new concepts, trends, and feelings in the areas of library services in general, and in public, school, and university library services for Mexican Americans. Topics discussed are: a systematic review and analysis of library services for the Spanish speaking; concepts of information services in a Chicano context; library services to Mexican Americans in Texas (a statement presented before the U.S. Commission on Libraries and Information Science); the national concern of library services to the Spanish speaking (testimony presented to the National Commission on Libraries and Information Science); library reform sought by REFORMA, a bilingual librarians' group; public library boards, the Chicano and the political process; a model for public library services in the Mexican American community; some problems and recommendations about the impact of bilingual education on school library services; the integration of library skills instruction with the bilingual/bicultural program; Chicano periodicals as classroom resources; an overview of Chicano libraries, special collections, and projects currently in existence; the Mexican American Library Project, a model for university service to the Spanish-speaking people. A 51-item bibliography of library related and non-library related sources is appended. (NQ)

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LIBRARY SERVICES TO MEXICAN AMERICANS:

POLICIES, PRACTICES AND PROSPECTS

U.S. DEPARTMENT OF HEALTH,
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EDUCATION

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INTRODUCTION

It has been several years since the publication of the last reader on the status of library services to Mexican Americans was published.

Much has happened in the field to alter the nature of library services to the second largest minority group in the United States, and for this reason, we have attempted to bring together some new concepts, trends, and feelings in this anthology. The newest areas of library services available to Mexican Americans are at the public school and at the university level. Activities and events have so accelerated in these two areas that it was, indeed, difficult to slow the experts down long enough to get their thoughts into print.

We hope, therefore, that the contributions included here for these fields will be only the beginning of prolific documentation in the future.

The Editors

GENERAL OVERVIEW

LIBRARY SERVICES FOR THE SPANISH SPEAKING:
A SYSTEMATIC REVIEW AND ANALYSIS

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LIBRARY SERVICES FOR THE SPANISH SPEAKING: A SYSTEMATIC REVIEW AND ANALYSIS

TERMS OF IDENTIFICATION

A multiplicity of terms has been used to refer to Hispanic origin groups in the United States and Puerto Rico. The literature is liberally sprinkled with terms such as Cuban American, Hispano, Hispano Americano, Mexican American, Mexicano, Mexican, Latino, Puerto Rican, Chicano, and other even more encompassing descriptors.[1] Terms are often used to reflect local preferences, and in some cases they have been consistently used by the larger society to designate a perceived social group whose heterogeneous national and cultural characteristics are little known or misunderstood. The Bureau of the Census considered that "Persons of Spanish origin were persons who reported themselves as Mexican Americans, Chicano, Mexican, Mexicano, Puerto Rican, Cuban, Central or South American, or other Spanish origin. Persons who reported themselves specifically as Mexican American, Chicano, Mexican, or Mexicano were consolidated in the one category Mexican."[2] For the purposes of this piece, the term Spanish speaking will be used to encompass the various designations indicated above, while the term Mexicano/Chicano will be used to encompass those of Mexican ancestry.

SIZE OF POPULATION

Although there are claims of a possible undercount of persons of Spanish origin in the United States and Puerto Rico, the size of this population, thus far reported, is significant enough to require that serious efforts to provide special library services be made. In November 1976, the U.S. Bureau of the Census reported that, as of March 1976, the total Spanish speaking population of Spanish origin by type in the United States numbered 11.12 million persons. Six million six hundred thousand people (6.6) reported Mexican origin, and almost two million people (1.8) reported Puerto Rican origin. The total number of persons of Cuban origin were 700,000, while persons of Central or South American origin were fixed at 800,000. An additional one million three hundred thousand people (1.3) reported Spanish origin other than those specified above.[3] (See Table 1.) Although these figures are approximations, they tend to be somewhat on the conservative side. Each population count for Spanish speaking people has been followed by a re-count in which a much larger population group was identified. For example, the population count for the 1960 census was questioned and a re-count was taken in 1962. As a result, there was a 113 percent increase in the number of persons of Spanish origin in the United States and Puerto Rico.

The census methods used by the U.S. Bureau of the Census which are based on such factors as language, surname, or origin have numerous limitations which result in people of Spanish speaking origin being underrepresented. It is important to consider some of these limitations which may result in serious undercounts and to understand some of the factors which explain the rapidly increasing population of Mexicano-Chicanos in the United States. It is important to note that the U.S. Bureau of the Census does not count Mexicans who come to the United States without legal permission. Every month, thousands of Mexicans cross the border into the United States. It is estimated that some forty percent (40%) of these people from Mexico remain in the United States.[4] Another important factor which must be considered is the high fertility rate of the Mexican/Chicano population. The average family unit size of this population group is larger than either the Anglo or Black

Table 1. POPULATION OF SPANISH ORIGIN BY TYPE OF SPANISH ORIGIN FOR THE UNITED STATES: MARCH 1976

(Numbers in thousands)

Type of Spanish origin	Number	Percent	Confidence interval[1] (One standard error)	
			Number	Percent
Total, Spanish origin	11,117	100.0	10,811 to 11,423	(X)
Mexican	6,590	59.3	6,352 to 6,828	57.9 to 60.7
Puerto Rican	1,753	15.8	1,629 to 1,877	14.8 to 16.8
Cuban	687	6.2	609 to 765	5.5 to 6.9
Central or South American	752	6.8	670 to 834	6.1 to 7.5
Other Spanish	1,335	12.0	1,226 to 1,444	11.1 to 12.9

(X) Not applicable.

[1] Estimates in this table are based on sample data and hence are subject to sampling error. If a census were conducted, the chances are about 68 out of 100 that the census result would be contained in the one-standard error interval given in this table.

family. Furthermore, the Mexican/Chicano population is a very young one with a median age of 19 years as compared to 29 for the larger society.[5] This represents a singular or important phenomenon which deserves the attention of the library profession. Compared to the larger society which begins to grow older and approach zero population growth, the Spanish speaking population remains a younger and faster growing one. If somewhat obvious, the fact should, nevertheless, be stressed that Spanish is the second most often spoken language in the United States and is the principal language for commerce in certain parts of the country and Puerto Rico. Finally, the Spanish speaking population in the United States and Puerto Rico is not only the second largest minority group but also the fastest growing one!

LOCATION OF POPULATION

The Mexicano/Chicano population, although it is spread throughout the United States, is largely concentrated in the Southwestern states of Arizona, California, Colorado, New Mexico, and Texas. However, large and growing Mexicano/Chicano populations are easily identifiable in Kansas, Illinois, Michigan, and Ohio. This population group is also moving into Utah, Oregon and the state of Washington. The Puerto Rican population is also represented in a number of geographical areas across the United States, with major concentrations along the Atlantic Seaboard and the Midwest. Unfortunately, the rapid growth of the Spanish speaking population across the United States has not been seriously considered by the policy makers, planners, and decision makers of the library profession.

LIBRARIES AND THE SPANISH SPEAKING

The literature generated in the area of library services for the Spanish speaking communities in the United States and Puerto Rico is replete with personal observations and opinions rather than scientific research. The body of the library literature has not substantially helped to define either the problem(s) or to aid in designing alternatives for libraries and information services for the Spanish speaking population. Systematic research efforts in this field are the only viable approaches to evaluate present services or to determine the lack of these same services. These research methods can then be used to develop new alternatives for this important population sector.

Most members of the Spanish speaking community generally have access to only the most inadequate library and information services. This statement is, in far too many areas, a truism. Among the factors accounting for poor library services to this community are the following: deficient collections, inadequate staffing patterns and under-utilization of professional manpower, significantly low recruitment of students from this population group to library schools, a lack of adequate bibliographic control, and a lack of administrative sensitivities and responsive mechanisms.

Patterned groups of information functions and models needed to improve library and information services for the Spanish speaking community have been identified and differentiated. For this particular study, these functions and models will be treated as a system--the Spanish speaking library and information service's system. In order to meet the challenge of better services for this community, a system will be formulated as an alternative to the more traditional library services models. A broad analysis of factors contributing to the low level of effectiveness of library and information services for the Spanish speaking community will be drawn from personal research as well as from that which has been reported in the literature. A general characterization of library services will be presented herein. Areas such as the utilization of human resources into professional schools will constitute the focus of the discussion. Finally, this paper will offer an interpretation of the present conditions of library services to the Spanish speaking population in the United States and Puerto Rico.

Included in the discussion is a description of the approach used to gather and analyze the secondary data presented by the literature in this field, an identification of variables influencing the present conditions of library and information services to this significant population sector, and a theoretical perspective from which to analyze and to conduct further study and research in the field of librarianship.

CHARACTERIZATION OF THE ENVIRONMENT

The study of libraries and library services, as well as that of other service organizations, can be greatly enhanced by characterizing the environmental context in which they operate. This approach is especially relevant when one considers that libraries must continuously adapt to the demands of new client groups, technological change, economic fluctuations, and new socio-political conditions.

In the search for a valid form of general characterization of library services for the Spanish speaking population, system thinking has been used as an approach to the problem.[7] An open system approach, which is a form of analysis of the total system, reveals properties and relationships that characterize the environment of library services to the Spanish speaking.

Von Bertalanffy initiated a new conceptual framework for the study of organizations and other systems. In his paradigm, the emphasis for investigation was transferred from the inner processes or organizations to the study of relationships existing between organizations and their environment.[8] The behavior of libraries as organizations has to be analyzed with regard to such agents and factors in the environment as the labor market, demographic distribution and characteristics, educational institutions, local government, and the market system. Sommerhoff has further proposed that the heteronomous process in the environment affects the boundary conditions and the inner processes of the system.[9] This suggests that an open system approach to library services for the Spanish speaking and their relevant environmental context must begin with the specification of the exchange processes and end with an adequate characterization of the environment as it relates to libraries and other agents or agencies serving this client group.

It was decided, for the sake of clarity, to reverse the description suggested by Sommerhoff, to begin instead with a description of the system as it relates to its environment and to conclude with a general characterization of exchanges between the system and its environment. However, it must be clearly understood that often the paucity, degree, content and form of these exchanges come to determine the nature, viability, and conditions of the system and its immediate environment. For example, the degree and nature of the exchanges between libraries and Spanish speaking users are bound to determine future exchanges and the environment of both entities. A Spanish speaking community group may interact with libraries as a user; vendor, or supplier of materials and equipment; employer; decision maker; and financer (tax payer). This community's publishing output may also be the focus of the library's collection development efforts. The frequency of these various exchanges generates an interrelationship between the library system and the community, much in the same manner that the absence of exchanges impairs the formation of any relationship. This latter case certainly is bound to generate lack of responsiveness and apathy between systems, thus creating the conditions for a hostile environment.

Emery contends that not all environmental processes and factors are equally relevant to any particular system or class of systems and that environmental analysis must be approached with the fair understanding of the complexity and the incommensurateness of the environmental context. These limitations have been kept in mind.[10]

Various degrees of interconnectedness between libraries and the systems in the environments have been assumed.[11] This approach will be limited, however, to the analysis of proximity and the frequency of the exchanges between the libraries, library training and manpower utilization, and the Spanish speaking community.

CONCEPTUAL MODELS OF LIBRARY AND INFORMATION SERVICES FOR THE SPANISH SPEAKING

A close examination of the literature in this field suggests sporadic attempts to develop various, and often unrelated, models to serve the Spanish speaking population.[12] The literature produced by librarians from both the larger communities and the Spanish speaking communities recommends various models to improve the present virtual inaccessibility of information. Some models are designed to serve the Spanish speaking community in general, as well as specific target groups within it. Other models attempt to provide basic mechanisms to improve the larger library systems by changes at the employment level and to facilitate more extensive recruitment of Spanish speaking students to library schools. The models generated will be evaluated according to an open system approach. Critical to the review of the various models is a precise method for approaching the issue in question. All too often, problem definition, alternative strategies, and mechanisms to overcome conceptual blocks may be lacking. Within this process, Adams' work on conceptual blockbusting is a worthwhile guide.[13]

PUBLIC LIBRARY SERVICES AND COMMUNITY SERVICE ORIENTATED MODELS

The literature written by the few Spanish speaking librarians involved in the delivery of library services reveals a deep concern about large public library services and their deficient levels of information transfer to and public services for the community. An early survey by a co-author, Roberto P. Haro, attempted to determine the attitude of Spanish speaking people toward libraries.[14] His research study was conducted in East Los Angeles and Sacramento, California, during late 1967, 1968, and early 1969. Approximately six hundred people in these urban concentrations were interviewed. Of those interviewed, 59 percent spoke and read English sufficiently well to utilize English language materials; 65 percent had never used anything but a school library; 89 percent of those interviewed said that they would utilize their neighborhood libraries if Spanish were spoken and Spanish language materials were available. Haro concluded that the attitude in some sectors of the Spanish speaking community toward libraries reflects their lack of participation in the development of library policies. As a result of this study, numerous questions were raised about the traditional models of library service and their applicability to the Spanish speaking community.

Service intensive models, those which stress the utilization of resources at the point of delivery of information, are being implemented in several places where Spanish speaking urban concentrations exist. Some models are characterized by easy access to information by telephone. Other models attempt to bring library services to the community in the form of outreach programs, undertaken in addition to or in place of ordinary library services, in order to reach and to serve presently unserved population sectors.[15]

A concept frequently used in the area of intensive service models is that of the telephone information center. Modeled on the Reading and Study Center of the Chicano Public Library, it is being implemented in Pilsen, Chicago. Other library programs, such as those established by a community based organization, the Centro de la Causa, attempt to provide reference services, information concerning employment, medical care, and similar services.[16] The above program also provides bilingual reading and media services. The staff consists of Spanish speaking reference librarians.

The difficulties experienced by outreach models in Los Angeles have been discussed by Nelly Fernandez. The models were based on the assumption that if Spanish speaking users did not come to the library, the library and its spectrum of services had to be taken to them. Fernandez saw the economic limitations of this approach, the manpower constraints, and the hesitation on the part of the institution to support these efforts. She stressed the lack of bilingual and bicultural librarians and the reluctance of administrators to support innovative programs as important factors negatively affecting the performance of this model.[17]

Attempts to minimize the limitations of outreach programs have been discussed by Joe Salazar and Daniel Duran.[18] Duran proposed the concept of the multimedia mobile unit, a model based upon audio visual services (non-book materials), reference and practical information, media programs, and "whatever a traditional library cannot do." Salazar advocates a hybrid model emphasizing the role that the library must play in the community. He contends that the public library has a dual role of representing the larger society and the Spanish speaking community. To this should be added a need for socio-cultural inter-facing. Librarians may be used as cultural buffers and as bridges, to some degree, for cultural and language gaps between such different cultures as the Mexicano/Chicano and the Anglo cultures. Salazar asserts that the library should provide a wide range of services to the community, such as instructional and tutorial projects, bilingual programs, and transportation. In addition, he recommends the hiring of Spanish speaking people at professional and supportive levels. Many similar outreach programs have been developed in most cities with such substantial Spanish speaking populations as Los Angeles, California; Chicago, Illinois; and El Paso, Texas.[19]

Julia Orozco, a Spanish speaking librarian in Los Angeles, contends in an article entitled "Public Library Services in the Barrio," that public library services to the Spanish speaking population may be improved by effecting changes at the collection development, staffing, and services levels.[20] She suggests policy changes at the collection development level by forming an adequate bilingual collection of materials attuned to the culture of the clients and potential users. She proposes the development of a bilingual, bicultural staff in the public libraries and adequate, meaningful services. Along these lines, other alternatives emphasize a change of collection development policies in order to increase the acquisition of Spanish language materials.[21]

Library services to the heterogenous Spanish speaking population in cross-cultural border towns are the object of study by Roberto P. Haro.[22] The study discusses library services to cross-cultural users of the Public Library of El Paso, Texas. The role of the public library in this context is to preserve and to disperse culture and, in addition, to provide cultural identifiers for the users. By adopting adequate policies concerning staffing, resources, services and physical location, this role has been achieved.

Haro attributes the library's success to a bicultural, bilingual staff. He contends that the bibliographic resources developed through proper 'want lists' were attuned to community needs. Services were the result of rigorous programming of bilingual reference services and liberal book circulation policies. Haro also contends that the physical location of the library, that is, its proximity to the border and to heavy traffic, contributed to the greater utilization of services. This factor provides insight into an important variable, generally ignored in the field, affecting the level of performance of library services.[23] Outreach programs, for instance, have been in great measure implemented through bookmobiles and other library services attempting to compensate for the geographical distance between the library and its users. Finally, Haro indicates that the cross-cultural interaction and the possible development of a third culture is a phenomenon which occurs at other library settings remote from the border.

Two other models, "La Biblioteca Latinoamericana," in Oakland, California, and the Model Cities Library in Albuquerque, New Mexico, are unique alternatives based on intensive service at the circulation level. The Model Cities Library, located in the center of Albuquerque, serves five barrios. The composition of the users in the five areas is roughly 75 percent Spanish speaking. The collection consists of adult's and children's materials and an audio-visual collection. More than half of the staff is Spanish speaking and lives in these barrios. This library offers "specialized services" promoting an intensive interaction with the users and cultural programs.[24] Although weak at the technical service's level, due to uncatalogued holdings and poor circulation strategies which have resulted in heavy loss of materials in the past, the library seems to have succeeded in attracting clients who, traditionally, were non-users.[25]

The oldest model of specialized service dating back to the mid-1960's is the Biblioteca Latinoamericana now located in the modern Hispanic Unity Council Building (dedicated in 1976) in that part of Oakland, California, which is the heart of the Spanish speaking community. The Oakland Public Library's Latin American Project was originally designed to serve a local Spanish speaking community of 40,000 people. Like the Model Cities Library in Albuquerque, it has relaxed circulation procedures, no fines are charged, and personalized services are provided to its users. The staff is also bilingual and bicultural. The library provides a unique bilingual and bicultural collection attuned to the needs of the community. It offers cultural programs such as Spanish language story hours and, in addition, offers facilities for town meetings and exhibits.[26] The library was originally established as a storefront and as a model program with the support of the California State Library. It was moved from its original site to another older structure, but its clients followed it and continued to patronize it heavily. In its current, modern facility, it is an important element in a multiple service's center designed for the Spanish speaking community.

In order to meet community needs, Spanish speaking librarians have proposed, in addition to the models described above, measures to change and to improve collection development policies, staffing patterns, and the development of service programming levels. These range from regular services to functions of liaison between the larger society and the Spanish speaking community.[27] The literature in the field, from both the larger society and the Spanish speaking communities, cites the deep apathy the Spanish speaking community harbors toward libraries. This apathy is blamed mostly on the lack of participation in the policy and decision making of libraries.

Among the wide range of models to improve public library services to the Spanish speaking, the development of an appropriate indexing system to ensure access to information by or about the Spanish speaking community has been largely ignored. A very low priority has been given to adequate indexing and the development of subject headings appropriate to the Spanish speaking groups in the United States and Puerto Rico. In this regard, most librarians have never questioned the present access routes to information which are both culturally and sexually biased. It has been assumed that a bilingual collection served by a bilingual staff and addressed to a predominantly Spanish speaking group of users will perform efficiently with a strict English language subject indexing system.[28] However, this has not, in fact, happened. Not only does the traditional model discourage a multi-cultural approach to knowledge and information, but it is also economically inefficient. That most of these models require intensive services and staff support to increase the access to information at the delivery stage disproves the assumption it can be adapted to the English language subject indexing system. A more efficient use of library resources could be achieved by more adequate indexing than is currently employed, since direct access to the collection by the users would economize staff time. Intensive services at the output level have come to compensate for the inadequacies of indexing systems utilized by most of those collections. Libraries will soon come to the realization that greater savings will be generated by the use of appropriate bilingual or Spanish language subject indexing systems. One such example is the Alameda County Library in Northern

California which is currently engaged in the development of Spanish language subject headings based on a scheme called La Lista de Encabezamientos.

The models discussed above have been applied with slight differences throughout the United States. The slight degree of difference in each case reflects response to local needs. Very little statistical data have been released covering the implementation of these previous works, thus impairing the evaluation of their overall performance. There is a genuine need for rigorous scientific research to dercribe and analyze these models in their various environments.

LIBRARY AND INFORMATION SERVICES TO THE SPANISH SPEAKING STUDENT

Library services to the Spanish speaking academic community have been characterized by the high priority given these services by college students. Haro reports in his survey that Mexicano/Chicano students from all sectors and ideologies were equally "willing to discuss libraries and library materials for Mexicanos/Chicanos . . ."[29] The low interest in libraries attributed to community users is in marked contrast to the high priority that students give to library services at the college level. In Haro's survey, seventy percent of the students interviewed believed in the need for library-use training programs and for special library resources in the field of ethnic studies.[30]

The response of academic libraries to minority students seems to fall into two basic groups. A representative opinion of one group contends that academic libraries are being challenged by new kinds of students from disadvantaged areas whose life styles have been devoid of books, reading, and libraries.[31] A reallocation of professional human resources to satisfy this demand is suggested. This reallocation implies a transfer of resources from areas of tangible returns stemming from traditional clientele groups to "high risk students." Also recommended is utilization of "empathetic" librarians who could contribute to a process of adaptation of the individual student to academic life."[32]

Programs to increase the acquisition of materials and provide for a more equitable reallocation of resources, than is presently the case, have been suggested. Although a high number of applicable books is essential to a hospitable learning environment, it is necessary "to acquire and utilize non-book media which will contribute significantly to the education of disadvantaged students." The contention is that, in this manner, non-readers will not be penalized in libraries well stocked with non-print materials.[33]

The representative view of the first group may be summarized as follows: first, the problem of academic library services for the Spanish speaking student population stems from this group's unique characteristics. Second, the most significant characteristic of this student group is not their culture but rather their low reading level, low library use, and low academic performance. Third, following the assumptions made, the problem is perceived at the user's level. Consequently, the solution advanced by the supplier of the services, suggests a formula of adaptation by the users to the suppliers' requirements and conditions. Fourth, the changes proposed in this, the supplier's view, are concerned with materials and resources. These changes are limited to the format (or medium) of these materials and resources. No changes are recommended concerning the messages conveyed by these materials. Materials attuned to the culture and values of these students are excluded from the analysis and the solution.

The second group of writers who analyze the claims of Spanish speaking students see the need for important changes at the supplier level to satisfy the requirements. This group contends that the academic library should develop print and non-print resources to support teaching and research on ethnic topics. Second, the library should devise a self-directed program designed to substantially increase the utilization of the library by this group. Third, Spanish speaking students, faculty, and library staff should be incorporated into the development of a library collection attuned to their needs.[34]

The concept of the ethnic library has emerged in the academic milieu as an alternative to meet the needs of Spanish speaking and other minority students. There are a number of different "ethnic library" models. Some are physically separated from the main university libraries while others are specialized collections of subject materials within the academic library. Other models involve basic changes in which a special effort is made to develop unique resources as well as to change the staffing patterns by hiring subject specialists, bilingual and bicultural librarians. Other models are autonomous administrative units from the university or college libraries and are directly under ethnic studies departments or organized research units.[35]

The objective of the latter model is to improve the bibliographic infrastructure and develop basic resources concerning the Spanish speaking community.[36] Its primary objective, greatly influenced by the academic setting, is to create a multi-disciplinary core collection of materials to support the study of, the teaching of, and/or research concerning the experience of Spanish speaking people in the United States. In addition, these specialized libraries are influenced by the long range development of ethnic studies programs with reference to their degree, research programs, and interests. Furthermore, some of these models perform important functions of bibliographic research and control designed to develop an adequate body of resources attuned to increasing demands in this field.

Closely related to the development of ethnic core collections is the manner in which these collections are publicized. Richard D. Woods has pointed out the weaknesses affecting most catalogs of Mexicano/Chicano studies holdings prepared by libraries as guides to their collection(s). Woods' critique and proposed recommendations focus on bibliographic standards. However, it should be noted that often these guides to library collections reflect poor collection development efforts and the lack of specialized professional expertise in these libraries. Woods also fails to see the interactive relationship between the literature of ethnic minorities in the United States that often identified, through contrast and comparison, the forms of colonialism, nativism, oppression and racism which Asian Americans, Blacks, Chicanos, and Native Americans have experienced.[37]

Academic librarians have two basic suggestions that would increase the utilization of libraries by minority student populations. The first, a supplier-oriented view, proposes formulas which would ultimately adapt the student to the traditional library services. The second, a user-oriented view, calls for changes in the library to respond to the claims of this new client group. Both suggestions lack recommendations concerning indexing.

The literature concerning academic library services, like that concerning public library services, overlooks the importance of adequate indexing to improve services to the Spanish speaking student population. The problem of indexing in public libraries seems to be in the user's choice of language. Public libraries in these communities face clients who often neither speak nor read English. The use of an English language indexing system often results in a sub-optimal subject approach to information. Bilingual librarians palliate the impact of this contradiction by operating as translators and cultural "trouble shooters." This is an expensive and inefficient use of library manpower. Furthermore, it breeds dependency because it forces the student users to rely on the library staff to locate information rather than to develop independent access skills to library and information sources. Research is necessary to investigate this problem and to determine user preference of language for their indexing needs.

The problem of indexing in academic libraries is not as clear cut as in public libraries. Librarians assume that the English speaking minority student does not need a special indexing system attuned to culture and native language. Such an assumption can be a misleading one and lead to future conflicts and problems.

The most significant indexing problem is in the respective disciplines of ethnic studies. Adequate concept indexing in this sense requires the organization of subjects according to proper concepts within the framework of a basic discipline. The most dramatic example of this concept indexing problem is that faced by Mexicano/Chicanos and their historians who are trying to reaffirm a new periodization of Mexicano/Chicano history distinct from traditional American history.

Libraries must consider alternatives presented earlier in this piece as ways to minimize temporarily the negative impact of poor collections of library materials, inadequate indexing, and limited value reference and collection development tools so that they may improve their services to the Spanish speaking population. Libraries are public service institutions established to "allow for the expression of a diversity of preferences" among social groups, to make expenditures which result in utility by the consumer, and to ensure that members of the community, within the jurisdiction of the library, derive various benefits of a sufficient magnitude to cover the costs of membership. In other words, libraries, like other bureaucratic decision-making agencies providing a public service, cannot disregard the excessive cost for some social groups. Library services may be subject to "serious erosion and degradation under conditions of changing demands." In the absence of a capability to respond with modified supply schedules and regulations for use, library services, instead of a public good, may become a "public bad" for certain groups.[38] Bureaucratic efficiency in the absence of consumer utilization is without economic meaning. The concept of library efficiency in the absence of users' satisfaction should be challenged.

EMPLOYMENT OF HUMAN RESOURCES

Important sectors of the professional community have identified discriminatory practices and racism as the major issues affecting library services to the Spanish speaking community. It is not surprising, therefore, that efforts are being devoted to reversing the present unbalanced representation of professional minority group members in libraries.

The Equal Employment Opportunity Act of 1972 prohibits discrimination in employment practices by race, color, religion, sex or national origin. It covers all academic and school libraries and most public libraries related to local government. This Act created the Equal Employment Opportunity Commission (EEOC) to develop the guidelines for its implementation. Discrimination in employment practices, according to a report of the Library Administration Division, American Library Association, may begin in the recruiting process.[39] Methods that traditionally have excluded Spanish speaking librarians from either employment or promotion may be found illegal.

In Griggs vs. Duke Power Co., 401 U.S. 424, 1971, the Supreme Court considered the problem of discrimination derived from selection criteria based on educational requirements and pre-employment testing.[40] The Court established that such criteria cannot be used if it tends to discriminate against certain groups of people.

Affirmative Action, a mechanism created by the Amended Executive Order 11245, requires institutions with federal contracts and subcontracts to present evidence of nondiscrimination in employment practices and involves economic penalties. Spanish speaking librarians agree, however, that affirmative action in libraries has proved ineffective.

Lack of tangible success within the affirmative action process is evident in some large libraries. The San Francisco Public Library, for instance, has been charged with not searching aggressively for minority applicants and for its biased and irrelevant pre-employment testing.[41] The Library of Congress has established an Equal Opportunity Plan and Affirmative Action Program to comply with the law and has announced the creation of the position of Assistant Director of Equality Programs in the Library of Congress' personnel office.[42] So far, very little has resulted to change the ethnic composition of that library's staff.

The requirements within the E.E.O. Act of 1972 and affirmative action are slowly being implemented. Unfortunately, the process is slow and often nothing more than cosmetic. In addition, opposition to affirmative action in libraries is both overt and covert. In the Los Angeles County Library System, staff members filed a complaint of "reverse discrimination" involving the appointment of two minority women. The staff members complained that the two minority appointees had not achieved the highest scores in the principal librarian's examination. However, records indicate that this examination had been bypassed by the county when using a system of "selective certification" to obtain personnel, particularly at the higher ranks. The examinations themselves have been under heavy criticism in the past.[43]

In the academic libraries of the Southwest, the lack of Mexicano/Chicano librarians above the entry levels is disappointing and smacks of colonialism. Numerous highly qualified Mexicano/Chicano librarians are systematically passed over in favor of academic librarians from other parts of the country who do not appreciate or understand the Spanish speaking students who, in increasing numbers, are attending the colleges and universities in the Southwest. It is almost a disgrace that in this region of the United States, long range planning and policy making for library services at local campuses, in statewide systems, and in developing consortia and networks is occurring without Mexicano/Chicano considerations and suggestions.

Racial balance in the various library systems will require a great deal more than the E.E.O. Act of 1972 and affirmative action. Spanish speaking librarians are disappointed by the ineffective and insignificant implementation of the law. Law suits and political action may be necessary to correct underrepresentation of the Spanish speaking in libraries of all types and at all levels in the future.

MANPOWER TRAINING AND RECRUITMENT IN LIBRARY SCHOOLS

The difficulties encountered in developing effective library services for the Spanish speaking community are many. One aspect of the problem is the failure of the library schools in the United States to develop appropriate courses within their curricula that address the library and informational needs of these communities. Arnulfo D. Trejo has written several important articles on this topic and has developed a model curriculum and resource guide for Mexicano/Chicano students.[44] A major problem in this area is the limited effort by professional schools to recruit minority applicants. Part of this problem is the negative information circulating among minorities about difficulties that ethnic librarians encounter in finding jobs as librarians and in securing promotions. A survey by the American Library Association, in 1972, revealed a limited increase in minority representation in accredited library education programs. This survey reported an enrollment of 18 Spanish speaking students and 156 Black students. This number of Spanish speaking students represented an increase of eight (8) new enrollments if compared to the number in 1969.[45] However, despite the small number of minority students, 18 schools reported "active minority recruitment programs."[46]

The small number of Spanish speaking librarians graduating from the various schools cannot be fully evaluated without assessing the number of professional librarians in the United States as a whole. The U.S. Office of Education's study of library manpower and awarded library science degrees indicated that there were a total of 61,200 full-time and full-time equivalents of part-time professional librarians in 1960 and 97,420 in 1970.[47] The number of library science degrees to be awarded between 1969-1970 were projected at 7,810 and at 8,700 for 1970 and 1971 respectively. The number of Spanish speaking librarians is insignificant compared to the overall human resources in the field of library science. Rough estimates of the size of the professional pool compared to the population provide a rough equivalent of one librarian per 40,000.[48]

A nationwide survey conducted in 1973-74 indicated that 38 master's degrees in library science were awarded to Spanish surnamed students by non-accredited programs and 61 degrees by accredited programs. This is a minimal 1.37 percent of the total number of 7,221 graduates for that period.[49] Statistical data points out two basic facts: first, one of every one hundred library graduates is Spanish surnamed, or seven of every five hundred is Spanish surnamed. Second, the professional pool of Spanish speaking librarians is increasing at a lower rate than the professional library pool of manpower as a whole. Furthermore, in 1973-1974, only 62 percent of the Spanish speaking students enrolled in library schools graduated from accredited programs.[50]

From an analysis of library science manpower statistics, the issue can be formulated thus: "what are the policy alternatives available to insure a balanced Spanish speaking representation in library manpower for the next decade?" Efforts have been directed towards minimizing the high costs of the underutilization of Spanish speaking manpower. The Illinois State Library funded the Illinois Minority Manpower Pilot Project with the support of the minority community in the Chicago area.[51] Scholarship recipients began their graduate library educational training in January 1973.

Other small efforts have attempted to correct the existing underrepresentation of Spanish speaking and other minorities in the library profession. The National Minority Referral Network established by the Office for Library Personnel Pesources of the American Library Association was designed to assist graduate library school programs in identifying qualified minority students interested in pursuing library careers.[52] Other minority recruitment programs have been reported in the School of Library Science at the University of Michigan[53] and Columbia University.[54]

The Graduate Institute for Mexican American Library Science at California State University, Fullerton, made a significant effort to train and to prepare

Spanish speaking librarians through the use of special curriculum and with a faculty of experienced community professionals. This Institute was developed as a graduate program to improve librarianship and specialized library services for the Spanish speaking throughout the United States. Fifty students were graduated from this program by the end of 1975, more than doubling the number of Mexicano/Chicano librarians.

At the University of Arizona's Graduate Library School, Dr. Arnulfo Trejo established the Graduate Library Institute for Spanish Speaking Americans (GLISA), between 1975 and 1976. The Institute was re-funded for 1977-1978 but for a smaller number of students. With federal funds from the U.S. Office of Education, 15 Spanish speaking students from across the United States were recruited and prepared for careers as librarians in this highly innovative program attached to the accredited library school at the University of Arizona. While the curriculum was innovative in certain areas, there was a conscious attempt to integrate it into the school's regular courses and thereby encourage all students to consider GLISA developed courses. Even though the GLISA program remains a success and a viable model for other library schools to emulate, only 15 Spanish speaking librarians were added to the bilingual pool of professionals.

The underutilization of human resources and the insignificant recruitment of Mexicano/Chicanos and other Spanish speaking students into the library schools has had a definite influence on the underdevelopment of library services to these groups. The Spanish speaking community does not have an institutional mechanism available to transfer knowledge or to conduct research in this critical area of librarianship. Unfortunately, precious few practitioners and academicians are available to investigate the library and the informational problems of the Spanish speaking and make positive recommendations.

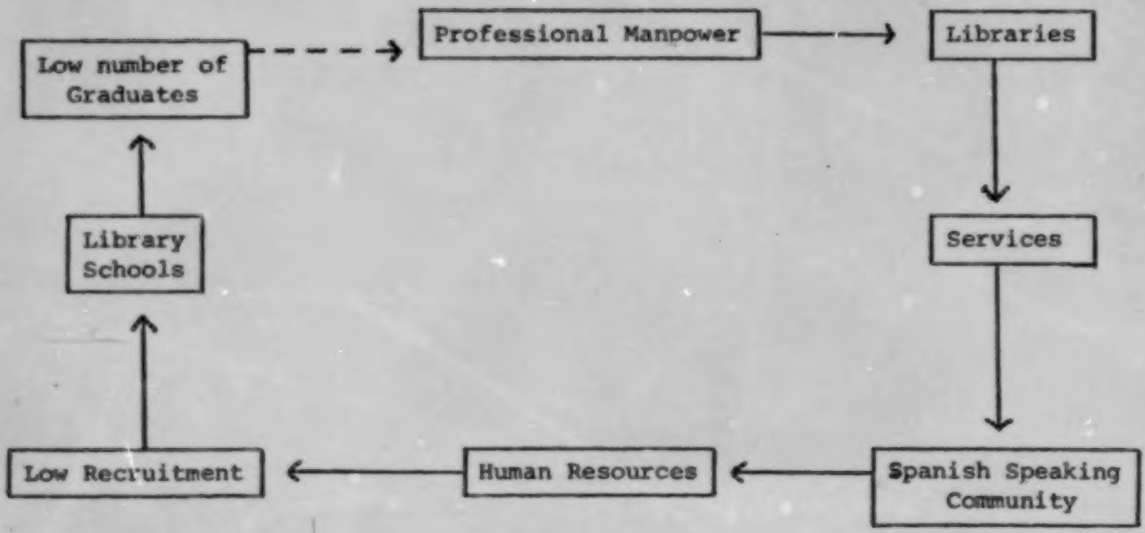
CONCLUSION

Social systems, individuals, and, in general, the agents involved in the provision of library and information services to the Spanish speaking are situated, paraphrasing F. E. Emery and E. L. Trist, in a "sub-optimal location." They are faced with an unparalleled task to adapt, to survive, and to grow.

Library schools' record of extremely low enrollment and poor recruitment of Spanish speaking students is bound to affect the numbers of Spanish speaking graduates and the size of the professional pool from which libraries draw their human resources. This situation is graphically illustrated below:

CHART NO. 1

Manpower Training

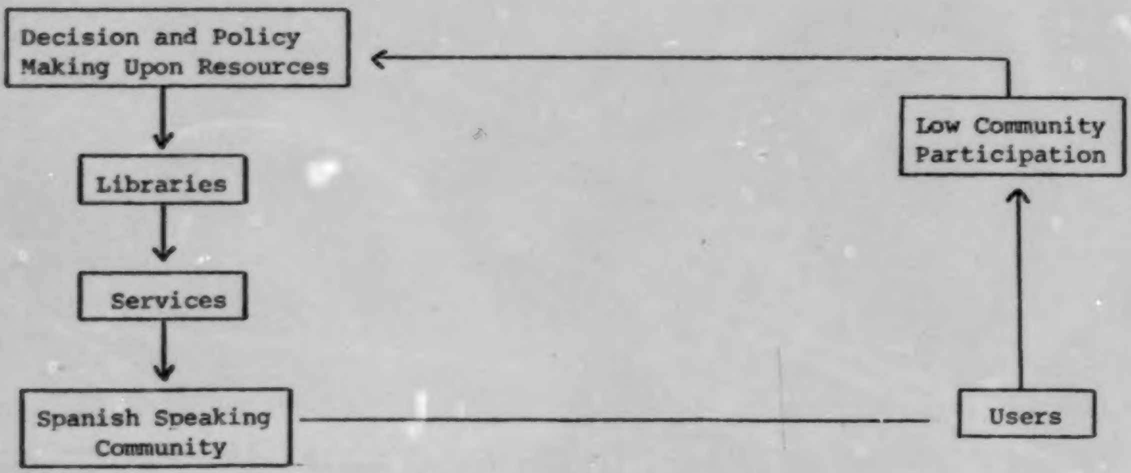

Low number of Graduates
Professional Manpower
Libraries
Library Schools
Services
Low Recruitment
Human Resources
Spanish Speaking Community

The staffing pattern for Spanish speaking professionals is to hire librarians at a very low level on the scale and to entrust them with few, if any, decision or policy making responsibilities. This has inhibited changes in libraries and has contributed to libraries' continuing lack of responsiveness toward the Spanish speaking. Furthermore, the librarians and their respective communities are presented with false expectations that eventually result in frustration and conflict between the various actions and agencies involved.

Community user groups who are the beneficiaries of library services often do not have significant participation in the collection development policies and the distribution of benefits stemming from the allocation of library resources. Their role is limited to a passive involvement at the output level, as occasional users. The community, more often than not, does not participate as decision makers. Ineffective recruitment of minority staff or the recruitment of Spanish speaking librarians in positions in which they are deprived of decision making and policy formulation functions leaves the community without effective participation in the allocation of library revenues. This situation is illustrated in the flow chart below:

CHART NO. 2

Community Participation in Libraries


Decision and Policy Making Upon Resources
Libraries
Services
Spanish Speaking Community
Users
Low Community Participation

The larger environment of most libraries servicing the Spanish speaking population shares salient characteristics of the "disturbed'reactive" and "turbulent fields" environments described by F. E. Emery and E. L. Trist. It shares the main characteristics of the "disturbed-reactive" environment; that is, there exists a multiplicity of organizations of the same kind competing for the limited resources and constituency. A serious limitation common to most Spanish speaking communities is their lack of regular input into either the policy making or decision making bodies responsible for the delivery of services within their respective environments.

Most library services expressly created to serve the Spanish speaking community, such as outreach programs and small ethnic libraries in the academic setting, have generally been unsuccessful in obtaining their regular share of the local resources allocated to library services to accomplish their objectives. Significant numbers of these special libraries are programs financed with short-lived funds from foundations or the federal government. Programs of this nature are temporal: periodically created and terminated, they ultimately impede the development of stable and viable organizations. Community outreach programs established with LSCA funds to service Spanish speaking communities vanish with the federal money, leaving the residents without library services and a sense of despair. Gary English addressed this problem when he stated that one of the major problems associated with maintaining community action programs is that of fluctuating appropriations. He goes on to state that most operating programs barely touch the vast need.[55] Without continuing administrative support and the decision of the institution to absorb all or part of the features of an innovative community oriented library service program for the Spanish speaking, very little will change.

The objectives of library systems seem to be ultimately defined according to their ability to meet the challenge to deliver adequate library and information services to the Spanish speaking communities. Emery and Trist suggest that the conditions of the environment indicate that stability can be achieved only through bargaining between competitors. Although the theoretical framework of the thinking of Emery and Trist concerning their typology of the environment seems to be drawn mainly from a market system experience, the present analysis of the environmental context of the libraries serving the Spanish speaking populations seems to confirm this point. In addition, it must be considered that greater specialization of the systems serving the community, than is presently the case, may ultimately become an asset, and this may eventually make the difference in their survival. In other words, if a greater specialization is attained in serving the Spanish speaking community, it may allow these systems to benefit from the principle of comparative advantages and, finally, to predominate in the environment concerning their specialized services. Certainly these objectives are hard to achieve for libraries created as programs with a limited life span.

It is, therefore, important to re-formulate some basic questions concerning the underlying factors affecting the environment, particularly if positive changes are to take place and progress is to be achieved. Will the systems and agents involved be given the time necessary to develop viable alternative types of library and information services to this community? Will the manpower development system in charge of preparing and adequately training a body of professionals succeed in developing a pool of practitioners and administrators who are sensitive and competent to serve the Spanish speaking? Will the Spanish speaking manpower be trained and developed to assume positions of responsibility to make a net positive impact which will improve the present library services to the Spanish speaking community? Will libraries with specialized resources for Spanish speaking client groups be allowed the resources necessary to gradually develop their services to their special clientele, long forgotten by most libraries?

Organizational interdependence has extended beyond mere library activities and will eventually reach public regulation and legislation. The efforts for improvement of library and information services to the Spanish speaking community will be, without a doubt, extended to the political arena. This new dimension, coupled with increased citizen participation, will certainly be followed by a substantial increase of the relevant uncertainty characteristic of the Emery and Trist's "turbulent fields."

There are multiple problems related to the provision of library and information services to the Spanish speaking community. These problems, as can be seen, vary in nature and in their degree of complexity. Furthermore, the body of thinking and writing which addresses itself to these problems has not had a clear impact on subsequent thinking, practice, and research in this area. More specifically, a basic theory has yet to be developed, focusing on the study of the structures, functioning, performance of organizations and the behavior of groups and individuals engaged in the provision and usage of information services to this community.

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CONCEPTS OF INFORMATION SERVICES IN A CHICANO CONTEXT

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CONCEPTS OF INFORMATION SERVICES IN A CHICANO CONTEXT

Like Walt Kelley's Pogo, the librarian searches for the enemies of library work, trying to identify all that keeps librarians from successfully serving the neediest only to discover that the enemies are the librarians themselves. After twenty years of wondering why Americans don't have the very best of library services, especially for minority and disadvantaged communities, it became apparent that the process of successfully providing services depended on one thing along, the individual librarian. The entire mechanism for successfully providing library services to the disadvantaged and incorporating them into the process depends on the individual librarian possessing the following characteristics:

1. Professionalism (motivation and ethics).
2. Philosophy of library sciences and the capacity for change.
3. Understanding of relevancy and community dynamics, especially as it pertains to the disadvantaged.
4. Desire to implement mechanics, to overcome the economic and socio-political barriers placed before the disadvantaged.

These four factors are so important that each could serve as a topic for a dissertation; however, as it relates to incorporating the disadvantaged into the library service's programs, it is analyzed briefly here.

Number one is the concept of professionalism and its effect on the services the librarian renders. To have a sound understanding of one's professional responsibilities is the key in all professions. To librarians, it is crucial because of the type of service they render. Well-meaning colleagues, have asked repeatedly, "What can I do to help the poor?" In response, schemes and plans were devised, which, more often than not, failed. Slowly, through the years the truth has become apparent. It was never the external elements, the project or the community, that failed. The search for reasons simply started in the wrong place. The beginning of success is with the librarian, the individual, his or her attitudes, ethics, philosophy, motivation, and productivity.

In response to these questions concerning help, the librarian has only to reply, "Why don't you do something about yourself first. If you want to become the best librarian possible, the rest, the success with any community you choose to serve, even the poorest of the poor, the brownest among the brown, will be realized. Know your community first; give them the best, and the rest will follow." A librarian who has pride in her profession, pride in her reputation, and works toward growth, will bring out the best from the users of services. If there are barriers such as money, she will seek to overcome them; she will find ways around them.

When this thesis was presented to University of Texas Library Science students, they nodded enthusiastically. Now, some of them have come back concerned. They are beginning to realize that this is the most difficult enterprise in the total process, for people are going to the real source, the librarian, instead of externalizing the service factor. If community services fail, it's not the community's failure; it's the responsible librarian who failed.

There are many reasons why people falter when they are required to be top professionals. In the library field, it may be that schools stress the statistics, projects, and products; and neglect philosophy and processes. If this is so, then, of course, the disadvantaged community or the people outside the mainstream will tend to suffer, because librarians' professional definitions, their philosophies, will have no context for these persons. Let librarians offer a context. Let them provide a philosophy of information services which will not make a special target of a particular sub group but will include "these people" totally in their professional scope when they start out to be the best librarians in the world. This would entail seeing the profession as a broad information-based field.

In developing a philosophy of information services consistent with a humanistic, community-oriented program, some very general concepts should be stressed. Number one is the task of defining "information," because information is everything and everywhere. The most obvious information manifestations are through:

1. Human beings, by the information they accumulate through all their senses and by the transmittal of information through voice, gesture, brain waves and conscious communication by articulation or other means.
2. Information is printed.
3. Audio-oral - recorded.
4. Visual
5. Transmitted by the physical environment and in the universal sense, it is as was said before, everywhere.

But best of all, it is useful to understand that not one form of communication of information is the sole form. Not one motive or purpose for communicating information is the sole motive, and not one structure or service for compiling/collecting information is the sole structure for doing this.

Only by keeping this in mind can one approach the creation and utilization of information services creatively and in an educated manner. That is, one can then see each individual on this earth as capable of transmitting heretofore unknown information and new experiences. When one sees human potential as an information resource, this certainly enhances the worth of every individual and one's own personal sense of worth as carriers of an information bank.

It is this accumulation of facts, transmitted experiences, coupled with personal experiences, which establishes the rich banks of knowledge from which each individual draws for living. This is the case if one has the capacity to appreciate the meaning and usefulness of one's resources. There is also the saying which goes "some individuals start life fresh everyday". Compared to the human resources available to one for information use and creation, the means of information traditionally thought of as information are, indeed, unimaginative and sometimes useless. For each book consulted in one week of work, 100 persons might also be consulted with as much or more benefit.

Perhaps people's dehumanized way of interpreting information and knowledge has created many of the problems in society. Information has come to be viewed as an "end product" which only has validity if contained within the computer sciences, library books, magnetic tapes, and documentary films. What has happened to those carriers of data, either raw or highly digested, people? Look at the elderly who are considered solely as carriers of "outdated" data and who are shelved often times in their prime when their usefulness to society could be realized? Similiarly there are the poor, the "uneducated" members of our communities, who are looked down on by the gatherers of information and librarians. In relying solely on "end product" information, yet another potential avenue for humanizing one's life, contact with the experienced person, the aged, the disease-ridden, the drop out, and the unemployed is cut off. People scorn first-hand information, forgetting that information is best acquired when two-way communication takes place. As excellent as an SRA kit can be, if it deprives the child of a quality 15 minute session with his teacher, it is not worth having in the room. The most creative utilization of information is through interaction with the source of information. It is very difficult to get dynamic interaction with a book or even a tape -- think of when one is reading a book and ends up mumbling to oneself or resorts to writing obscenities in the margins.

Once this very basic attitude about information services is assumed any person in the community is going to then be a desirable person to train as a staff member or to incorporate as a user for services because each individual has something to add to the program. With this professional sense of ethics and sound philosophical base, the "best" librarian should then analyze "relevance" and community dynamics in relation to training the disadvantaged and providing community services. Relevancy is a real word. Often, people think it means having Chicano materials on the shelves, a librarian who speaks the language, and an open door policy. However, even this does not automatically bring the trainee, the volunteer, and the user in.

Relevancy in the community-dynamics concept means how "real" the institution is to the community. How responsive, beyond the books, is it? Is it run by the community, the immediate neighborhood people? Are the decision-makers answerable to the recipients of services? If not, then it is going to be difficult to make services/materials relevant. Are the "best" librarians, those most capable, those free to make relevant decisions, in charge? Relevancy means to the user, self-determination, being a part of them and their neighborhood. If the user doesn't feel it is his, he will always be just another recipient of services, a client. How much a part of the community is the librarian? Is she/he a participating person, in the Jamaicas, Fiestas, and neighborhood boards? Is she a friend, a neighbor, an information resource, or does the "best" librarian come from across town to service the clients? This is relevancy and cannot be achieved on any other terms. This, can be discovered by each and every librarian.

If a service does not have this, yet area persons are selected to be trained for library services, that is fine. The area people are thankful for the jobs, but it is not the best, and community people will know their position very well: second-best aides. Second best again, the community people will say.

Suppose there is at least second-rate relevancy achieved by some dynamic librarian who actively recruits and trains community aides. What mechanisms can this person activate to overcome socio-political and economic barriers to develop total utilization of her community resources and, in turn, total input from her community.

Minority and poor communities do not require sacrifices, only the librarian's very best. This was learned while serving the community in Chrystal City, Texas during which it became apparent to the author even traditional methods had not been tried for the community. It was decided that these traditional methods, seasoned with one or two semi-innovative ideas would be used. Then, if these failed, totally innovative ideas would be implemented.

The library in Chrystal City, Texas needed to be attuned to the socio-political realities of that town and to serve all the population, which was 90% Mexican American, rather than the 10% previously served. Ways to respond to the total information needs of the city administrative departments, to the schools and to minority community members who replaced the affluent Anglos on the Library Board were needed. Following are some of the changes which were made, a ciegas, in the dark with no guidelines, except for the impelling need to serve effectively:

1) First the library was opened to the users during the times when they could use the materials, 9 a.m. to 9 p.m., six days a week. The COPS program which was a teacher training program including many of the community's poor, had a key to the library so that participants could use the library all night if they needed to cram for college exams.

2) Direct outreach into the community involved having the library staff participate in most of the activities in the churches and neighborhoods so that they could speak about library materials and services in relation to community needs and issues. Very rapidly, ties were established with all institutions, administrative bodies, and groups in the community.

3) The neighborhoods were visited door to door to get intimately acquainted with all potential users. The staff did this in order to discover the homebound clientele, to offer services, and to find those people who had large collections of novelas to donate for the novelas exchange program. Many older people and disabled persons were also discovered who were creative in arts and crafts. They later ran the year-round arts and crafts program.

4) Every possible type of free and special service available was set up, from bringing in free gift books from San Antonio Public Library, instituting active interlibrary loan services, and offering to help people to buy books which they needed and for which they were willing to pay. Many "how to" books, trade manuals for skilled labor groups, and professional texts for local professionals who were feeling isolated from their professions were bought.

5) As many relevant materials were acquired as possible. The staff went into grocery stores, barber shops, and restaurants to see what types of reading

materials in Spanish were sold to clients. The same type of materials were bought and the library advertized the fact they had popular materials on the shelves. The person who handled local subscriptions to Siempre and other Mexican journals and newspapers was contacted so the staff could see his subscription lists. They then made contact with these "hidden scholars", many of whom were farmworkers, to encourage them to use the library and to help identify materials of interest to the community.

6) The staff identified special community needs in the manpower programs to determine the special materials needed to supplement classroom and training activities. In turn, over a period of two and a half years, they were able to train fifty young people and adults in library skills and to develop a large manpower workforce for the 66 hours of library services provided each week.

7) The library published all library public releases in community media and broadcast it over Spanish language radio.

8) The librarians established a local archive and folklore recording collection.

9) They made up and distributed "free book" packets that children and adults could have without being obliged to return them. These were especially useful for the migrants when they left on their long trips to other counties and states.

10) Fines were put on a donation basis of whatever people wanted to donate for the purchase of new books. Revenues increased 500%!

11) Traditional barriers faced were:

a) Lack of materials and money to buy everything which was needed.

b) Absence of a tradition of library use in the Chicano community.

c) Fear of unfamiliar institutions, such as a library, by the Chicano community.

d) Hesitancy by the community about borrowing and using "someone's" materials.

e) Absence of information on community desires and expectations about library services.

f) Absence of literacy surveys to help determine in what language the readers wanted their materials and what levels of literacy fluency existed in the community.

Each of these barriers individually could have paralyzed efforts, but, with excellent coordination and much ingenuity in obtaining what was needed, the best service in Texas for a community that size was created. The total budget of $10,500 included the librarian's salary, a second salary for an assistant, books, supplies, budget, and programming. The staff became adept at picking up pens, clips, and other loose supplies wherever they happened to be. The children's services were totally financed through the Children's Club, which despite field trips, awards, movies, and reading programs, always had a surplus of $500.00 in their account. Their enthusiasm was unbounded; once they were discovered selling raffle tickets for a bottle of rum to finance one of their projects.

Some people might say that Chrystal City is different because it is rural, isolated and has a large proportion of Mexican Americans. There is a need to put excuses aside and consider the fact that all cities have problems and that most cities are now dividing their service areas into manageable proportions through branch systems.

When the Chicano Library Board in 1973 was asked to list what they, as Chicanos and library users, considered important to the development of the "best librarians" and "best library service" in the state, they mentioned the following:

1) Recruit and hire people who believe that poor people like books and reading as much as anyone else and who respect the community and the users they serve.

2) Advocate for more local, state, and federal monies for neighborhood library services.

3) Recommend the decentralization of library boards and move to establish area or neighborhood boards more representative of the communities to be served.

4) Encourage the centralization of library services to include social referral clearinghouse activities instead of having these information services duplicated at welfare offices or social service centers.

5) Provide library training programs in local two-year and four-year institutions so that disadvantaged persons may have access to formal education in library science.

6) Document personal experiences in training library boards and disadvantaged individuals for library work and incorporate them into training manuals and curriculum so good plans can be replicated.

7) Promote state level technical assistance programs for areas with large disadvantaged and minority populations to assist these communities in recruitment of professional personnel, community library training, literacy surveys, program formulation, and board training.

In general, the Crystal City Library Board wanted the profession to do everything that "only the best" in the field should do to make the Library profession relevant to those who have the greatest need for services.

LIBRARY SERVICES TO MEXICAN AMERICANS IN TEXAS:

A STATEMENT

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(Presented before the U.S. Commission on Libraries
and Information Science, April 24, 1974)

LIBRARY SERVICES TO MEXICAN AMERICANS IN TEXAS: A STATEMENT

The problems involved in providing even minimal library services in the Southwest are immense. For this reason I would like to limit my testimony to the lack of library services to Mexican Americans in Texas. This in itself is a large task so I will address myself to problems of funding, facilities, materials, academics, staffing and community outreach.

First of all, Mexican Americans in Texas are light years away from receiving minimal and relevant library services in Texas. The most viable attempts are in Laredo, Texas,but their attempts are limited by funding; El Paso, Texas which attempts a quality urban program; and Crystal City, Texas, in which there is a genuine administrative effort and good community support, but which, like all other good programs, is limited by funds.

In Texas, outside of the minimal operation funds doled out by city governments, usually on a low priority basis to libraries, there is little relief from the state government. What little state monies there are available are doled out to major resource centers so that they can build up their collections to service their already inadequately served public and the myriad small town libraries dependent on them for book materials and reference. Although most centers carry out the task valiantly and conscientiously, it is totally impossible to build up the type of collection that would benefit a suburbanite, an inner-city Black, inner-city Chicano, small town teacher, a small town city manager or a migrant worker. The result is that only one person out of the six to be served gets served and five or more needs go unassisted.

The state library also has a system for handing federal funds over to large and small libraries. Unfortunately, because of L.S.C.A. Title guidelines, libraries usually get monies depending on how well they are able to meet A.L.A. Standards. In the bad years for a city's government, the library may get little or no monies so that staffing requirements aren't met, book volume isn't increased, etc. That year there are no L.S.C.A. monies for them. This only compounds an already impossible problem, and the library is further set back.

Another problem is that small town libraries servicing 90% Chicano populations are notoriously lax in building up resources and seeking funding since their meager collections and private, club-like hours are quite adequate for their 10% Anglo population. Thus, the small percentages of patrons served justifies their lack of responsiveness.

It's logical to assume that if a library consistently ignores involvement in seeking state and federal resources and involvement in the State Interlibrary network, the Texas State Library Field Services Division should investigate the problem and the reasons for the lax operation. Too often the Chicano community doesn't even realize the existence of a local library.

Funding is a problem; everyone now says the answer is revenue sharing. But try to tell a community organizer or spokesperson to militate for funds from revenue sharing which are earmarked for water and sewers and paving which is non-existant in small communities and in the inner city, and even a dedicated librarian will back down. If revenue sharing is to be a funding source, then a special library or library/social services fund should be set aside in revenue sharing. Also, professional organizations should be formed for lobbying at the state level for a greater share of the state funding for libraries. In Texas, state monies for libraries have always been seen as a low priority, last-minute thing. From the point of view of minorities, it appears that the state sets out to provide minimal services for the white majority and what the others don't know and don't miss, won't hurt them.

FACILITIES

It's no coincidence that the poorest areas in the state, which have Chicanos with the lowest educational achievement, have no libraries. Here are some examples:

County	Median Yrs. School Comp.	% Under Poverty	% Underemploy.
Zapata County	5.9	50.6	61.9
Webb County	7.6	38.4	39.8
Starr County	5.9	51.9	38.6

There is a stretch in the South Texas Valley whose citizens have struggled unsuccessfully, without any type of resources whatsoever, to get at least one library to be shared by several towns. For some reason neither they nor the state library seem aware of each other's existence. An informal survey will be conducted this summer to determine exactly which Chicano areas in the state need facilities for minimal services. Unfortunately those facilities available in inner-city Chicano areas are extremely limited and can't possibly begin to meet the needs of preschool children/after-school students and adults of all ages. In the South Austin branch library which attempts to serve thousands of persons of diverse ethnicity and background, twenty persons at one time can't be fitted in and there are a grand total of seventy-five (75) books in Spanish at one time. In that case it's a good thing more people don't know about the branch.

Local and state library authorities should be able to have building funds set aside for fast growing areas and should respond to population growth needs for facilities in the exact way that schools are able to respond in terms of facilities. Poor communities should certainly have their programs subsidized by the state and federal government to assure as many persons as possible equal access to library services.

MATERIALS

With the problems of funding and facilities already outlined, it's no wonder that library materials fail to reach the Mexican-American in Texas. The following are some of the most common types of problems:

1) Language: the library profession has never made any attempt to determine what percentage of the population is literate in English, what percentage in Spanish; what percentage is bilingual, and what level of fluency exists in the adult Chicano population. Without this information no one in the state can possibly plan an effective program for all peoples.

2) Even when library personnel suspect that Spanish materials are needed, there is no effort made to stock relevant materials in Spanish in sufficient numbers to service the population.

3) Few libraries have made attempts to purchase popular Chicano materials and literature for use in the Chicano areas. True, materials are sometimes obscure, but most larger libraries are aware that expertise exists in the Chicano community to assist them in identifying the sources of materials. If interest did exist and pressure came from librarians, large distributors such as Baker and Taylor would stock and catalogue the materials. But their representatives have said themselves that they are uncertain of the demand for the materials; therefore, they do not bother to stock all the titles they could or all the volume they should, for the demand by Texas libraries is not great.

4) Just as librarians are willing to do original cataloguing for materials in English they should be willing to do the same for the uncatalogued Chicano materials, once they do acquire them.

5) Chicano materials are ridiculed and scorned; the same libraries, which show no shame in stocking Reader's Digest and Ladie's Home Journal, turn up

their noses at popular Spanish fiction which the Chicano community likes; therefore these people provide their own community library service at their own expense despite the fact that they, too, are taxpayers. They buy marked up popular magazines in Spanish from neighborhood stores, and they also are involved in exchange programs with their friends and neighbors.

6) Libraries make no attempt to acquire and stock Chicano movement journals and literature, the very essence of the changing mood and a history-making record of the Chicano community.

7) Often materials, which are bought by libraries, are not only irrelevant but also downright racist and distorted with regard to the Chicano community. The best and most consistent samples of this are the Texana and Southwestern literature collections so cherished by Texas and Southwestern librarians. Many such books, recently published, contain discrepancies, untruths and racist remarks about the clients (Chicanos and Blacks) who are to be served by librarians, yet the community gets no reader advisory service regarding these texts. One such favorite with school librarians and public librarians is The Lone Star State by Farenhold. There are thousands of books similar to this one on Texas library shelves. Young people, members of the groups maligned by these texts, check these materials out and are even urged to check them out without any advise whatsoever by those in charge concerning the content. In this respect, the librarian has the duty to alert and to educate, especially the young, to these very damaging texts.

In short, there is little on the shelves in Texas to serve the needs of the Chicano community because no survey that I know of exists to determine: language use, types of materials needed, types of facilities, and locations of facilities to service Chicanos. There is no effort made to determine information needs of the Chicano community for development and improvement and, in general, to determine the desires of this neglected community in terms of library services. Does the community even know the potential that the library as an institution holds for them?

In general the library is the one institution in the community which might serve as a survival center for powerless persons in the community because of the information and knowledge which can be gathered there. The library is also the keeper of that community's history, recorded and unrecorded through special collections; the library is also a place for recreation and life enjoyment. The library and the materials now held by libraries in Texas means none of these things to the Chicano community. Archives and historical societies, as they now exist in local history files in the libraries, neither reflect nor represent the Chicano community. Libraries and the materials existent in Texas "no sirven de nada ni para nada" for the Chicano community.

STAFFING

1) We have an insignificant number of Chicanos on library staffs, on library boards, in library associations and in library graduate schools in Texas. There are no Chicanos on the Texas Library Commission.

2) As far as I know, only three Chicanos in the state have positions as library directors in Texas cities. Out of these, only one is in an important city, Laredo Public Library. Few Chicanos in the state hold important library positions. The exception is San Antonio Public Library with one important administrator and El Paso Public Library with several Chicano administrators, but none are in really top positions. The State Library itself has only one Chicano in an administrative position.

3) Few library boards in the state have Chicanos on boards since appointments are usually made by the Anglo-controlled governments. If they do include Chicano board members, usually they are the minority number on the board so that they have no majority voting power.

4) There are not nearly enough Chicano library science students in the library schools to provide the professional force that is needed right now in school and public libraries. Recruitment programs for Chicanos are non-existent and financial aid is not provided in sufficient amounts to attract and retain the library science students needed. With the dearth of professionals in visible positions throughout the state and the small number of library science students in schools, it is well known that there are not going to be enough in this decade.

RECOMMENDATIONS FOR IMPROVING STAFFING PATTERNS

1) Rural two-year colleges and junior colleges could provide AB degrees in library technical services to provide the profession at least with bilingual technicians and aides who will attract more community use and who will be recruited easily since they will train close to their communities.

2) The state library could plan cultural sensitizing sessions such as they do with educators for librarians on a regular basis throughout the state beginning with the Texas State Library staff so that Anglo monolingual librarians can at least be sensitive to minority needs.

3) The Texas State Library could plan regular evaluative review for those libraries which serve minority populations to determine if services are being provided to the clients.

4) The Texas State Library could provide regular, quality technical assistance for filing applications to fund libraries in rural and low income areas and

to provide methodology for developing outreach services to minority communities.

5) Graduate and two-year library science curriculums should include methods in outreach work, community dynamics, community organization, and survival information research for all librarians.

6) Because of the tremendous responsibility librarians bear in selecting and recommending literature to the community, librarians should be the first to learn to read critically. Graduate library science curriculums should include a reading course on how to recognize racism and historical discrepancies in literature.

7) Librarians in Texas should learn Spanish, and, if hired for a position with the Chicano community, they should be bilingual and literate in Spanish. Through decades of school pushouts, 60% of the Chicano population is non-English speaking.

8) A technical assistance plan, developed by the state library, should include methodology for recruitment of library aides from the Chicano community, training techniques, and techniques for coordination with other community programs to assure both full library participation and benefit. Many librarians still don't know how to utilize manpower programs for their benefit.

9) Converting the State Library Association from its exclusive private club attitude in which high positions are exchanged among its privileged members into a genuine professional association sensitive to state services needs is necessary. Hopefully, federal or foundation monies could be used since Associations would not use their own funds for an improvement they don't see as necessary. Perhaps then the associations could incorporate some of the recommendations made here.

LIBRARY SERVICE TO THE SPANISH SPEAKING

A NATIONAL CONCERN

Nelly Fernandez
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(Testimony presented to the National Commission on Libraries
and Information Services by the Chicano Taskforce,
American Library Association, November 1972)

LIBRARY SERVICE TO THE SPANISH SPEAKING, A NATIONAL CONCERN

Thank you so much for granting me the opportunity to express, on behalf of the Chicano Task Force ALA, some concerns regarding the library service to the Spanish-speaking in this country. As a member of this ethnic group, and as a professional librarian with five years of experience working with the Spanish-speaking, I feel very strongly that library services are at best inadequate to fulfill the crucial needs for information and self-development that our group has. This is, of course, without considering the need for recreational reading which can be deemed not as crucial as the above mentioned.

This concern is also shared by the majority of the Chicano librarians with whom I have become acquainted while participating in several institutes and professional gatherings. It is precisely this consensus on the part of Chicano librarians that has led to the creation of the Chicano Task Force of the ALA.

Basically, Chicano librarians are all convinced that the heart of the problem is the long-standing need for more bilingual and bicultural librarians who are, in their opinion, the key to any real solution to this problem. They are all aware of the fact that in the last few years there has been an effort, primarily on the federal level, to focus on the special needs of the Spanish-speaking citizens. Many grants have been given to library systems all over the country, and special institutes have been funded with the explicit purpose of finding ways and means of giving better services to this long-neglected sector of the population. I, personally, attended one of these Institute at

Albuquerque, New Mexico in September of 1972.

Despite all these efforts and the recommendations coming from many studies made and resolutions passed by professional bodies and especially those resolutions passed at the last annual convention of the ALA , the question seems far from being resolved. The answer to this apparent paradox is, in my opinion, rather simple. There is no concerted effort on the part of accredited library schools on the one hand and on the part of the government (federal and state) on the other to support and to fund a drive to get more Spanish-speaking persons into library schools. With the exception of the recently funded Illinois State Project to Recruit More Chicano Librarians, there is no other program in any other state that fulfills this need.

It would seem almost redundant at this juncture to point out the fact that most Chicanos are poor people, that they don't have the means--financial and educational--to go through five years of higher education depending solely on their resources. A recent statistic that was presented at the last annual meeting of the ALA, showed the number of Chicanos at library schools at a ridiculous level of 2 or 3%. Unfortunately, I have been unable to get hold of the exact source of this statistic, so as to quote it here. I am sure that with a little effort your Commission can find out the exact proportion of Chicano library students as compared to the rest of the student population.

The Chicano Task Force of the ALA feels very strongly that until the time comes that there are enough Chicano librarians to serve the Spanish-speaking population, all the efforts made to attract Chicanos to libraries will be only partially effective. More to the point, I would like to address myself to the question that was explicitly posed to me with regards to how I ascertain the needs of Spanish-speaking citizens. Again, this problem is closely related to the basic one regarding the need for Chicano librarians. How can anybody determine the needs of a people if they are neither able to communicate with them nor understand their background or cultural heritage?

It is a well known fact that libraries in this country have been more successful in serving the needs of the middle class than any other economic group. Why is this so? Most people would be inclined to respond that middle class people are better equipped from the educational standpoint to take full advantage of the resources that libraries have to offer. Apart from the obvious fact that financial means are not always commensurate with educational achievement, it should be also considered that librarians themselves are for the most part members of the middle class. Consequently, they have always been in a position to ascertain the needs of middle class patrons by following their own tastes and inclinations.

It is in relation to lower economic class groups, and most especially in service to minorities, that the typical middle class Wasp librarian has failed to penetrate the barrier that isolates those groups, in any significant manner. This situation is, of course, much more poignant with a particular group whose language and culture contribute to their isolation. Consequently, if the problem emanates from these two factors, language and culture, then the solution should stem from the surmounting of these barriers. From my five years of experience working with both people from Puerto Rican and Mexican extraction, I have concluded that the only way that a librarian can be successful in working with the Spanish-speaking is by integrating him or herself into the community that he is supposed to serve. This is achieved by being in constant touch with the people, not only in the formal situation of the library itself but also by sharing their concerns, their hopes and aspirations, by understanding their problems, and by familiarization with their attitude towards life.

A librarian who lives outside the community, a librarian who does not participate in the daily events that shape the life of his or her surroundings will always remain a stranger in the midst of the Spanish-speaking community. Consequently, he could never pretend to represent or portray the needs of his community, either in the form of books, or in any other form of library materials. Detachment and remote attitudes must be replaced by total involvement and commitment towards the community. It goes without saying that this kind of rapport can only be established by a person with the necessary language, skills, and background to enable him or her to be accepted as a member of the peer group.

On the social level, the fact that the librarian in charge is a member of the peer group operates as a symbol of prestige and achievement as well as a role model, especially for the young people. This in turn will help to break the social and psychological barriers that many Spanish-speaking persons have had towards libraries. For example, in the survey presently being conducted in Union City, one of the questions relates to what feature(s) of the library the patrons most enjoy. Many have answered that the fact they know the librarian is Spanish-speaking and has many books for Spanish-speakers in the library, was most pleasing to them.

Another contributing factor in meeting the specific needs of Spanish-speaking people, would be the creation of a Library Advisory Committee composed of community people interested in seeing the library reflect the interest of Spanish-speaking people and seeing that their peers relate more to the library. This committee would serve as a good sounding board for the professional in the library and for bettering relations between the library and community. Of course, this would not be successful without a bilingual, bicultural librarian to initiate the Advisory Committee.

Beyond that, the making of surveys or simple questionnaires in both English and Spanish will also aid in determining the special needs of the people. However, there are, in most cases, time consuming and costly procedures which very few libraries can initiate due to their limited funding.

Finally, and only in passing, the lack of relevant materials should be noted, especially in regards to children and young adult literature. These would help to develop and to enhance the self-image of many youngsters of Spanish-speaking extraction. An effort should be made to influence publishers of books and of audio-visual materials to strive for relevancy and accuracy in their depiction of Spanish-speaking people living in this country.

THE PROFESSION AND SERVICES TO THE SPANISH SPEAKING; LIBRARY REFORM SOUGHT BY BILINGUAL GROUP (REFORMA)

José G. Taylor
Pacific/Southwest Regional Chairman of REFORMA

(Reprinted with permission from:
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THE PROFESSION AND SERVICES TO THE SPANISH SPEAKING;

LIBRARY REFORM SOUGHT BY BILINGUAL GROUP (REFORMA)

The birth of the National Organization of Spanish Speaking Librarians (REFORMA) in Dallas, Texas, in 1971, signaled the formal commitment of a group of bilingual librarians, then attending the annual conference of the American Library Association, to achieving the best possible library service for this nation's 12,000,000 Spanish-surnamed citizens.

In the beginning, only a handful of Chicanos and Chicanas could be counted among the members of REFORMA. Today, however, Chicanos, approximately 150, make up 40 per cent of the total membership of the organization.

Three years ago, the members of REFORMA, working through the Committee to Recruit Mexican American Librarians (CRMAL), were able to secure special funding to establish the Mexican American Institute of Library Science at California State University in Fullerton. The Institute recently graduated 30 Mexican American librarians and will be sending forth another 20 in July 1975.

More recently, at the urging of an ad hoc committee formed by REFORMA activists, the Lincoln Heights branch of the Los Angeles Public Library, which has the West Coast's largest Chicano and Mexican history as well as Spanish language book collection, received the 1500 Spanish books President Echevarria of Mexico donated to the city of Los Angeles.

A current crisis in the Los Angeles area has developed around the library system having been ordered to trim its budget by five per cent. This cut would eliminate 25 community aide positions, half of them Chicano and half Black, thus seriously affecting the quality of library service in minority communities. REFORMA members and community leaders are now marshaling a response to this proposed cut.

At their most recent meeting, held in New York last July, REFORMA members decided, for more effective functioning, to reorganize the association into four regional chapters--Northeast, Southeast, Midwest and Pacific Coast/Southwest. It was felt that local groups, such as the Puerto Ricans in New York, Cubans in Florida and Chicanos in the Southwest, know best how to tackle the problems peculiar to their areas. However, the national organization, based in Washington, D. C., retains its identity. Interchapter communication is facilitated through the publication of a quarterly newsletter that seeks to foster solidarity and stimulate activism among our professionals nationwide.

REFORMA counts among its members many librarians who are not bilingual or bicultural but who either provide services to Latinos or simply wish to support this young, upcoming professional organization. These members share the commitment to provide better library services to a minority that, according to U. S. census reports, is one of the fastest-growing cultural groups in the nation.

Readers who wish to join REFORMA should send a check for $10 (made out to REFORMA) to: The Mexican American Institute of Library Science, Room S-553, California State University at Fullerton, Fullerton, California 92634. Membership includes the newsletter, plus the organization's directory of Spanish-speaking Librarians.

PUBLIC LIBRARY SERVICES

PUBLIC LIBRARY BOARDS,
THE CHICANO AND THE POLITICAL PROCESS

Cesar Caballero
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PUBLIC LIBRARY BOARDS, THE CHICANO, AND THE POLITICAL PROCESS

A public library board, like a school board, can be highly influential in determining public thought and action in a community. As the main administrative unit of many libraries throughout the country, the library board makes decisions about the main course that a library is to take in offering services. Therefore, politically-minded Chicanos, as well as librarians and educators, would do well to concern themselves with their local public library board, its policies, and its politics.

A public library board can be a large factor in integrating library services and taking them to the barrios. This can happen only when its members are interested, dynamic, and well-informed individuals whose main interest lies in serving the people. Although some library boards are just "rubber stamp" committees, they are certainly not in the majority. Chicanos, and other people, for that matter, should make sure that their library boards are made up of representative, committed, and honest individuals.

SOCIO-POLITICAL IMPLICATIONS

It must be realized that the public library board usually has the power to control a very important educational/cultural resource, the public library. This resource has many socio-political implications for Chicanos. In the first place, the library may function as a means by which Chicanos and others gain awareness of the current economic, social, educational, and political conditions. Also, the library may provide the Chicano population, which is still characterized by a low level of education and limited educational opportunities, with the means of self-instruction resulting in self-realization. (Manual for Providing, 1971; p. 6)

Because education and the preservation of culture are valuable to the advancement of any group of people, public library boards must be held accountable for the inclusion and preservation of the cultural heritage of the Chicano through library materials.

As a major factor in the educational process, libraries promote knowledge and cultural values. They must then implant the concepts of self-learning and cultural self-enrichment. The exposure and absorption of such information and knowledge will allow Chicanos to form a synthesis of facts and values necessary for the achievement of wisdom and creativity.

Simply raising the level of education in the Chicano community does not affect the economic and political power of the Chicanos; this has been demonstrated in the last few years. (Armendariz, 1972; p. 189) But we can say that it will surely lead to a better quality of life for Chicanos and the community in general, and, hopefully, to a better standard of living.

Useful information, which the library can and should provide is an asset to any society. People are always needing different types of information in order to survive, such as where to obtain food, clothing, medical supplies, educational materials, etc. Some of these informational needs may be filled through such media as television, radio, newsprint, and mail advertisements. But, there is some information which is not accessible to the common person, especially if he is uneducated and/or poor. This information, of a more specific nature, would include such matters as how to organize a community group, how to repair a car, how to fix electrical appliances, what foods to include in a balanced diet, how to take care of an infant, when to consult a doctor, or how to take care of a legal matter. Since Chicanos make up a large percentage of that United States population which has a low economic and educational level, it should be in the best interest of society to see that libraries do provide them with this type of "survival information." (Childers, 1975; p. 78)

It must be realized that libraries contain information which is vital to the involvement of Chicanos in democratic political processes, since it is a fact that a well-informed citizenry is vital to a democracy. Thus, Chicanos must see to it that information is being provided and that Chicanos are being instructed on the availability and use of it. A representative and conscientious public library board would make sure that this is done.

The philosophy of self-determination and community control, as expounded by many political Chicano leaders, can also be applied to the case of public libraries and their boards. All this means is that Chicanos have the right, in a democracy, to participate in the control of those institutions, including libraries, that affect their lives most directly. Chicanos should, therefore, gain control of their public libraries through representation in their boards. As Dr. Ortego (1972) puts it, "the mono-cultural grip of school boards (or library boards) must yield to the new enlightment; more Mexican Americans must, out of necessity, become members of the school boards in order to effect the necessary changes in Mexican American education (p. 232)."

THE POLITICAL PROCESS

The progressive aspects desired in a board may be achieved through the political process. This is the only way to insure that Chicanos are represented in public library boards in cities where Chicanos are a visible population. It is also the way to see to it that the individuals who represent the Chicano community on these boards do, indeed, voice the needs of the people they represent.

But what, specifically, is involved in this "political process" when we speak of libraries and of gaining representation in library boards? It certainly involves getting Chicanos to meet the requirements that will allow them to vote in public library board elections. This might mean having to join a local library association or meeting some other form of bureaucratic requirement. Whatever the requirements might be, library associations, community leaders, and other interested individuals should educate the people about them.

This "politicization process" should be accompanied by education on the value of information and other library products. This is important if the library is to be "sold" so that it may be placed high on the scale of social priorities of the community.

Library associations are an essential component in the "political process" because these can be highly influential in the policies of the public library board. Therefore, Chicanos should join and involve themselves in local library associations. However, when the existing local associations fail to incorporate, in their philosophy and activities, services for the Spanish speaking, the Chicano must seek other alternatives. The parallel institutional model may be used when dealing with associations that do not address enough of their time to these needs. In these cases, new associations, such as REFORMA, whose sole aim is to promote services to the Spanish speaking, should be formed to complement the existing ones. Nevertheless, Chicanos should continue to affiliate themselves with already existing library associations in order to influence them and the local library boards.

When the established political process fails or when too many blocks are erected by the established majority, leaders and library activists should not dismiss the use of less orthodox methods. These methods may include the use of public pressure to expose disinterest, outright discrimination, censorship, or other wrong-doing on the part of library board members or the library administration. Adverse publicity is one thing that makes bureaucrats very uncomfortable.

It is time to use the lessons learned from other social institutions, such as the school board. This is certainly an appropriate model since the library is also an educational/cultural institution. Many of the issues which have been taken up by school boards in the Southwest are common to the library. These issues may involve the provision of bilingual-bicultural personnel, better facilities, equal employment opportunities, and provision of library/educational materials which properly reflect the culture of the people being served.

SUMMARY

To summarize, the public library board, similar to the school board, is an administrative unit which is responsible for the delivery of educational, cultural services to the community. Since these services have a high sociopolitical value, Chicanos must make sure, therefore, that these services are being provided. Chicanos must keep informed of the policies and decisions of the public library boards and gain representation on them in order to take an active role in the decisions that are made. The only way to achieve these ends is through a strong and decisive participation in the political process.

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A MODEL FOR PUBLIC LIBRARY SERVICE IN THE MEXICAN AMERICAN COMMUNITY

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A MODEL FOR PUBLIC LIBRARY SERVICE IN THE MEXICAN AMERICAN COMMUNITY

FOREWORD

This paper was originally written in August of 1971 as partial fulfillment of the requirements for a Master's in Library Science from the University of Texas Graduate School of Library Science. Since that time the two authors have had various experiences in public library service to the "disadvantaged," administrative experience at the local and state levels, and experience in adult and continuing education. Consequently, the paper and the Suggested Readings have been updated and revised to reflect these experiences.

INTRODUCTION

Goals and Services

The purpose of this paper is to present an ideal model of library service for the Mexican American community. The model is the result of research, as well as experience. Obviously, few libraries will be able to implement the model design exactly as described. Most libraries, however, will probably be able to adapt different aspects of the model to their own situations.

As the barrio branch of a large metropolitan public library system, the model is designed to be a multimedia community library, bilingual and multicultural in nature, with a strong information-referral service. The branch will serve a densely populated area. Its multi-purpose nature is reflected in its goals:

1) The library will serve individuals (as they are), accepting them and providing not only information but also intellectual stimulation, cultural

enrichment, recreational, and leisure-time activities at the neighborhood and community levels.

2) The library will support formal education by supplying materials that cannot be adequately and conveniently provided by the educational institutions themselves.

3) The library will provide educational opportunities and materials for out-of-school adults without high school diplomas and will support with other agencies of lifelong learning, continuing self-education, and training at all levels.

4) The library will encourage the production of suitable materials for the bilingual, sometimes non-reading, Mexican American and channel their use.

5) The library will preserve and disseminate Mexican American history and culture.

6) The library will actively promote and participate in inter-agency cooperative efforts and will provide informational support services to agencies and institutions in the Mexican American community.

These goals should be achieved through accessibility of services and a relaxing atmosphere; relevance and diversity in programs and collection; and close work with the individual, the community, and other social and educational agencies.

The diversity within the Mexican American community calls for a variety of library services. Community residents include people who are extremely poor and unemployed, the undereducated, people who are active in community groups, and the upwardly mobile. Library programs will be designed for residents of all ages--preschool children and their parents, students, young adults, adults, and the elderly. Services, rather than books and activities, will be stressed in working with adults. Educational and informational services are geared to help adults solve day-to-day problems. Services to the community will be designed to reach those who are unable to come to the library, as well as those who never thought about the library as having anything of interest to them. Through the mobile van and deposit collections, the library will serve distant neighborhoods, jails, nursing homes, adult schools, and other institutions. Finally, the library will provide resources, information, and meeting space to community agencies. Because much of the adult population works during the day, the library will be open evenings and weekends, as well as weekdays.

To be sure that the model library is responsive to user needs, an advisory board should be established consisting of the library staff, local residents, agency personnel, and representatives from different ethnic, religious, business, professional, voluntary, and governmental community organizations. In planning library services it is also necessary to examine already-existing informational sources in the community. How does the community get its information? This should include other libraries, agencies, churches, schools, agency referral systems, community newspapers, radio stations, and community leaders. Familiarity with these other organizations should enable the library to avoid unnecessary duplication of services or materials. The library's priorities should be to fill these gaps in local information and communication networks.

Site and Building

The library should be accessible, located in a busy area close to a street upon which many people pass. A corner lot is often preferable. The site of the library should be in a well-lit, well-protected area for night use. The model library is a storefront, with large windows across the front. This allows the greatest visibility inside and out and puts few limitations on the kinds of intriguing window displays that may be used. It is best if the model library be located on one floor so that it is entirely visible. Separate doors will lead into the library and the information-referral center, and some sort of partition or wall hanging will divide the two sections, although not totally.

The interior is equally important. (See the floor plan.) It should be comfortable and informal, inviting the passerby to enter. What applies in the middle-class library may not work as well in the barrio. To make the library a friendly place, shelving and atmosphere should be bright. There should be lounge chairs with area rugs and throw-pillows. Interesting posters, as well as framed pictures, should decorate the walls. For the most part, the library center should not be planned as a quiet place, but there should be a separate section of the library equipped for quiet study. Typewriters should also be available. Some kind of auditorium or meeting place is essential, and small soundproof listening rooms are recommended.

The materials in the library should be organized as simply as possible--simple subject interest groupings in addition to a classification system. Revolving paperback racks should be used, and some books should be shelved cover-up (rather than spine-out) in spite of the space consumed, for these types of arrangements allow for the greatest possible visibility of materials. Magazines and newspapers should be arranged in a lounge area visible from the street. Games, puzzles, pictures, and audiovisual materials should be prominently displayed and easily accessible.

The section of the model library housing the information-referral service should contain a lounge area with wall display racks for informational materials--pamphlets, forms, newspapers--and a large bulletin board. Space should be available for adequate privacy for both phone and personal conferences with clients.

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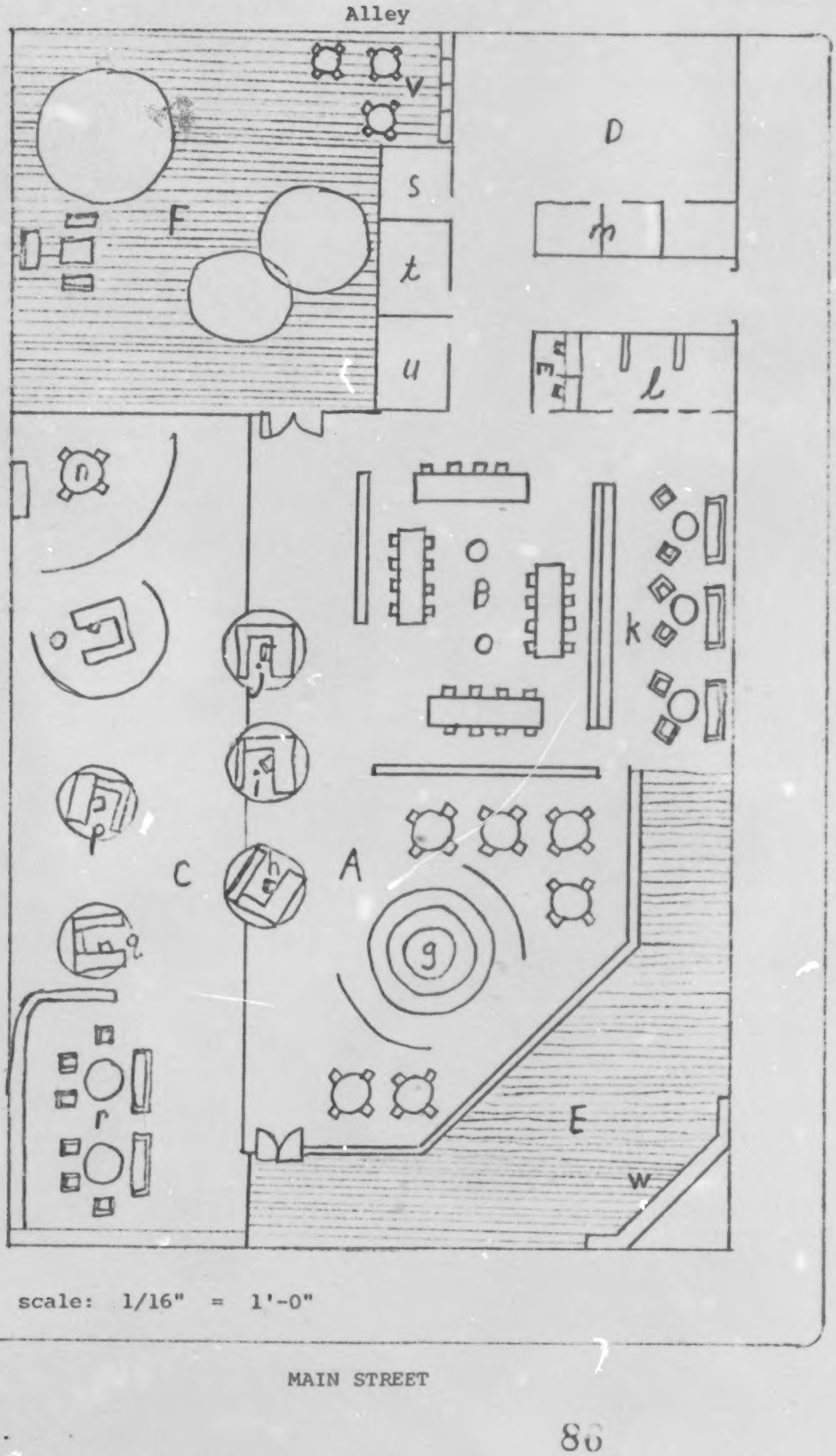

A--Children's Area
B--Adult and Young Adult Area
C--Information-Referral Service
D--Meeting Room (Capacity-65)
E--Covered Entrance Court
F--Patio
g--Story and Activity Area Pit
h--Head Librarian's Work Area
i--Children's Librarian's Work Area
j--Young Adult Librarian's Work Area
k--Ethnic Newspapers and Magazines--Reading and Lounge Area
--Sound Proof Listening Booths (Expandable into One Large Booth)
m--Typing Rooms
n--Semi-Private Area with Telephone for Conferring with Clients
o--}
p--} Information Staff Work Areas
q--}
r--Lounge-Reading Area with Shelves for Current Interest Materials.
s--}
t--} Restrooms
u--Storeroom
v--Vending Machines
w--Glass Exhibit/Announcement Case

Staff

A variety of staff will be required to plan and to carry out all the services of the model library. Library services and programs will be directed by a team of three librarians, specializing in adult services, young adult services, and children's services. Additional support staff will be chosen for their particular skills, such as working with audiovisual materials, storytelling, public relations, artistic ability, or group work and community organization experience. Community residents would be particularly helpful in serving as liaisons between the library and the community. There will be a librarian and a person with social service experience (perhaps a social worker) in the information-referral center in the model library. Information-referral staff need specialized knowledge of social legislation, various agency functions and regulations, and community resources. An outreach staff will work on the mobile van and service the deposit collections, but all library staff members will maintain community contacts in their areas of expertise.

The entire staff should have a strong community commitment and should see themselves as part of the neighborhood. Staff members should be able to relate on a personal level with the users and should know about the culture, special interests, and needs of the Mexican American community. In addition, staff members should be able to communicate in Spanish.

SERVICES FOR CHILDREN AND YOUNG ADULTS

Preschool Children

Service to preschool children in the Mexican American community is particularly important because of the youthful composition of the barrio. Traditional storytelling, both in and out of the library, has been found to be very effective with this age group. Storytelling in three different settings would be used to reach various segments of the community, that is, library programs within the library likely to reach the upwardly mobile, storytelling sessions in preschool centers and at deposit collections for those who would not attend a library program otherwise, and stair-step story hours and programs from the van for the children within the community. Storytelling could be done in Spanish or bilingually, with two storytellers telling the same story, one in English and one in Spanish. If an educational or Spanish-language TV station exists, children's programming could be undertaken for television. A television in the library should be available for viewing these programs.

Hopefully, the demand for these services would be too great for the library to handle alone. The children's librarian would coordinate activities with other preschool programs and offer training sessions in storytelling and children's books for personnel in day care centers, for parents, and for interested volunteers. Sometimes young adults are interested in working with younger children, particularly in writing and producing puppet plays for them. Revolving deposit collections of children's materials would be placed in day care centers when requested.

Materials would include bilingual picture books that reflect the Mexican American culture, as well as the wide range of books that appeal to children in general. Circulating toys, games, puzzles, and puppets would be available, as well as programming with filmstrips and films. Parents would be involved in parenting programs at the same time that preschool programs are being held and in the evenings. Early childhood education materials, in Spanish and English, should be available for parents at easy-reading levels, and programs can be held for parents on such topics as making and selecting toys, safety in the home with children, educational activities for children, and reading to children. Discussion groups for parents could also be organized.

School Children

To reach children through the schools, the model library should encourage visits by classes during school hours, and the children's librarian should also make classroom visits with special film programs and related books. The school librarian and public librarian should work together to make materials available that are needed for classroom assignments, and they should share information about collection development activities. The model library would provide quiet study areas for after-school and weekend use. Volunteer tutors, such as college students and neighborhood teenagers interested in working with students, should be available. Reading and study centers could be set up in housing developments if possible. The cooperating agency would provide rent-free space, heat and light; the library would provide staff recruited from the housing project, books and equipment, and study carrels or tables.

Special hobby and/or reading clubs would be established as interests are identified. Games and puzzles, films and filmstrips, records and cassettes, puppet shows, plays, magic shows, and crafts can be counted on for success.

Young Adults

The public library has much to offer the young adult. Library staff should make a special effort to involve the young adults of the community in deciding on programs and materials of special interest to them. The library may sponsor these programs, with the teenagers themselves doing a lot of the ground work; or the library may help the young adults locate a sponsor or financial resources from within the community. The model library would provide a section of the library for young adult materials and would make its meeting room available to this group when desired.

Many of the adult services and the information-referral center would be of interest to Mexican American youth. Programs and nonprint materials, such as films, music, art shows, and poetry readings, would be used initially. There would also be a large number of paperbacks in this collection. They are colorful and appealing to this age group. The teenagers may be particularly interested in a special "swap" paperback collection, in which no circulation records are kept and books are exchanged on a "bring-one-take-one" basis. The model library recognizes the importance of the Chicano movement to this group. Chicano literary works and Chicano newspapers and magazines would be available. Contact with Chicano Studies programs in the city's university or community college would be helpful.

Interest in the arts would be encouraged by the library through publicizing and showing films and highlighting writers and writings from the barrio. Although not in a position to support financially film, drama, and literary workshops, the library would urge others to do so, aid in arrangements, and provide space if needed. Young adults may enjoy either videotaping local events and festivals, forming a Teatro Chicano group, or setting up an oral history project to record the folktales and experiences of the community's elderly citizens. There are a variety of community groups who might be interested in working with the young adults of the neighborhood.

Special programs would center around problems of youth, such as drug abuse, teenage pregnancies, and involvement with the legal system. Programs could also focus on job training and career information. The community college promises to be a strong ally in many of the above areas. It is hoped that involvement with these activities would encourage the young adult to graduate from high school and to consider some further type of education or job training.

ADULT SERVICES

Adult Learning

One of the most significant services the model library would provide to its patrons is an opportunity to learn. By their very nature, libraries facilitate learning by having materials available and by providing meeting space for classes and discussion groups. However, the model library would be actively involved in the education of adults at all levels. Specific services the model library might provide to adult learners are listed below.

1) Books and other materials could be made available to students in Adult Basic Education Learning Centers through bookmobile visits and deposit collections. Adults in this type of program would not have graduated from high school. They may be functionally illiterate, unable to speak English, or without a high school diploma. Library materials are very important to all of these groups. Reading skills are especially important to persons preparing for the High School Equivalency Exam (GED), since more than half of the exam involves reading comprehension.

2) Visits to the library by ABE and GED students would be encouraged. Librarians could describe to the students ways that the library could assist them in their educational program and with their other informational and recreational needs.

3) An Adult Independent Learning Project (similar to that sponsored by the College Entrance Examination Board in a number of public library systems) would serve adults with a variety of interests and educational backgrounds.

In such a program, librarians could act as guides to independent learners by helping them design an entire learning program. The learning program should include materials and referrals to appropriate individuals, tutors, schools, or agencies. Anything about which the client would want to learn would be a valid learning project. Learning projects should include such diverse subjects as preparation for a job advancement examination and teaching a parakeet to sing. Librarians would maintain contact with the learner for the duration of the learning project.

4) Ideally, the model library would actually provide Adult Basic Education (ABE), English as a Second Language (ESL), and GED instruction. Classes would be coordinated with local adult education programs, which would provide an instructor and probably some of the instructional materials. The library would provide space and materials and would actively work with teachers and students to meet students' educational, informational, and recreational needs. Special purchases would be made for the adult student, including workbooks and a variety of nonprint materials. A teacher would be available for a certain number of hours every day. There would be no actual classes. Rather, students would come in at their own convenience and study at their own pace. Because of this individualized approach, learners would rarely use a separate part of the library. They would study wherever they choose. They would in this way be encouraged to use any of the library resources they need during their instruction.

Information-Referral Service

Residents of the barrio, as well as most other adults, need information about where to go for help with day-to-day problems and decisions. Some of this information is available in published form, but most of it must be compiled and updated based on specific community services and contact persons. The

The information-referral staff would be responsible for assisting clients in defining sometimes complex information needs, locating pertinent agencies and people who could be of assistance, and following up to see that the client's needs have been met.

Various materials would be needed to support information-referral services, such as the OEO Catalog of Domestic Assistance, the Civil Rights Directory, and the Directory of Spanish-Speaking Organizations. Also necessary are state and city guides, directories, laws, and agency regulations. The staff would also need to develop their own community resource file, including people as well as services.

Six months should be devoted to setting up the community resource file initially. Interviewing should be done by the information-referral staff. Personal contacts with agency heads are the best method for securing detailed information about the agencies' functions and regulations, for establishing a working relationship, and for facilitating follow-up communication. A continual process of updating and revising would take place informally through day-to-day agency contacts and community meetings, by carefully reading barrio and city newspapers; and formally through mailed questionnaires sent out once or twice a year. This information could be made available to the community as a whole through the publication of a Community Services Directory. Often another community agency or the city government is willing to underwrite printing and distribution costs.

Information pamphlets on health care, child care, welfare rights, community organizations, social services, consumer education, recreation, and legal rights should be available to users free of charge. Many such booklets are published in Spanish by the U.S. Government Printing Office and the Public Affairs

Committee. State and local agencies are also a source for these materials. In the event that needed pamphlets are not available, the information-referral staff might suggest that an appropriate agency publish such information at an easy-reading level.

The information-referral center should also have available such frequently used forms as tax blanks, requests for Social Security numbers, public assistance applications. Help would be provided by the staff in filling them out. Depending on other available resources, the information-referral center could serve as a clearinghouse for job openings and housing vacancies, both basic informational needs within the barrio. Other materials collected by the staff include items published by or about citizens, groups, and institutions of the area; clippings from the daily newspaper; minutes of local meetings; local newsletters; and reports by public or private organizations.

Publicity is important for the success of the information-referral service. Types of publicity should include: interviews for radio, TV, and newspapers that reach the barrio; posters in the community, signs in public phone booths and in library deposit collections; an information-referral collection as a permanent part of the mobile van; and the personal contact made with the community by the staff. A workshop could be held involving agency staff, interested residents, and library staff to introduce the idea of the information-referral system.

To disseminate and to publicize news of special programs or events, as well as agency services, the library would keep a Master Calendar of Community Events and perhaps publish a guide to free programs and activities in the community or incorporate this into the barrio newspaper. The library could also publicize community events in the same way it publicizes its own, as a community service. The information-referral center staff would work closely with the other librarians so that programs could be developed by the library as a whole and materials purchased to reflect current gaps in knowledge and informational needs of the community.

Programs and Materials for Adults

Library programming for adults would be primarily in conjunction with its educational and information-referral services and in cooperation with other community agencies. In addition, cultural-recreational events, such as Christmas *posadas* and a *Cinco de Mayo* celebration, could be planned for the entire family. Joint parent/preschooler activities would be planned, as well as activities geared to the elderly.

Materials for adults would be purchased in print and nonprint format. Books would be bought in both Spanish and English, when possible. In all subject areas and types of publications, easy-reading materials would be purchased, but all levels of reading difficulty should be made available. The most successful types of books are ethnic classics, biography, and art; American bestsellers, often in translation, and Mexican bestsellers; and practical, self-help books, such as cookbooks, Spanish-English, English-Spanish dictionaries, auto repair manuals, and pattern books. *Historietas*, adult comic books, and *novelas*, adult romances, are also popular. Mexican and American magazines and newspapers in both Spanish and English, bought in sufficient quantity to allow for circulation, are important, since this is what the nonreader is likely to look at first. Popular magazine titles would include *Blanco & Negro*, *Claudia*, *Selecciones del Reader's Digest*, and *Mecanica Popular*. In addition, multimedia is an important approach because of the large percentage of the adult community who are nonreaders and because the Mexican American comes from a strong oral tradition. Audiocassettes of both spoken words and music are popular with adults.

Circulation procedures would be as simple and flexible as possible. There would be no borrower's card. Instead there would be a card file of borrowers at the desk which would be established as patrons borrow their first books. The circulation period would vary depending on the material. Slides, filmstrips, View Master sets, and projectors would circulate for two or three days at a time because of limited supply and, hopefully, great demand. Records, cassettes, and framed pictures would circulate for the regular period of three weeks or perhaps longer, depending on demand. It is difficult to circulate 16 mm film and film projectors to individuals because of very short supply and heavy use. However, these could be lent to groups. The library could make arrangements with stores, beauty shops, and other community spots to allow books to be returned to these places to facilitate their return. The mobile van or library staff would stop periodically to pick up library materials. There are no plans to use overdue notices or fines, but users would be asked to return overdue items.

SERVICES IN THE COMMUNITY

Mobile Van

A mobile van would be a personal and informal approach to the community and would reach a variety of community residents. The van would take various print materials, films, and storyhours throughout the community. It would be equipped with a loudspeaker, 16 mm rearview projector, cassette player, and radio-telephone. Materials included will be paperbacks, circulating Spanish language and Mexican American magazines and newspapers, informational booklets from the information-referral center, and publicity materials about the library and the information-referral service.

At each of its stops, materials would be displayed outside the van, with some folding chairs set up, perhaps under a bright umbrella. The three staff members on the van, a driver and two others from the library staff, will visit with passers-by. (Staff members will rotate in providing library service on the van.) Simple programming can be provided depending upon the skills of the staff. Programs could include storytelling and films. The van would attend non-library community functions. In inclement weather the van would stop at waiting rooms of hospitals, clinics, welfare offices, prenatal care centers to establish contact with clients and supplement deposit collections. Station wagons could also be converted into mobile units should the cost of a van be prohibitive.

Deposit Collections

To decentralize library collections and make materials more accessible, different types of deposit collections would be established in various locations. Titles such as World Almanac and Guinness Book of World Records, Dr. Spock's Baby and Child Care, and Household Encyclopedia (and their Spanish equivalents) would be placed in barbershops, laundromats, and beauty parlors to provide information and answers to questions that often arise from nonlibrary users in places they often frequent. Interested barbers and beauticians would be shown the use of the books and told about the information-referral service in case their patrons could use such help. Books would be kept for use within the establishment.

Collections placed in waiting rooms would include picture books, magazines, newspapers, and easy-reading paperbacks. They would be for use within the waiting room only. The van would restock and add new titles to these collections. Other collections in agencies serving the neighborhood would contain items of particular interest to agency clients, such as basic education collections and job training materials. Collections could also be established in community centers, homes for the aging, penitentiaries and juvenile detention homes, and recreation facilities. Storytelling, films, and other types of programming could be conducted from any of these locations. In addition, Volunteer Home Collections in housing projects could be established if there was an interest. The volunteer selects paperbacks to stock the collection and sets up hours at his or her convenience. A block party starts the project. Finally, free mail service and home delivery through the mobile van or a Visiting Homemaker's Service would also be provided.

Community Contacts

To reach a large part of the adult community, contacts need to be made outside the library. All librarians would contact community institutions, organizations, and individuals in their areas of responsibility and would take an active part in community organizations. All staff are encouraged to participate in community activities as citizens rather than library promoters, but through the involvement of their staff the library would begin to be aware of informational needs as these arise.

The library would serve community groups with bibliographies on such timely and pertinent subjects as federal grants under new legislation, job training programs, comparative medical care in different cities, legal rights of tenants, selection and purchase of public school textbooks, and welfare reform. Actual research would be undertaken for organizations by library staff. Government documents would be particularly useful. In general, the library would help the community record its own information on videotape, audiotape, slides, photographs, and print and make these items available.

Mexican American communities are often interested in community development programs with these long-range goals:

1) Economic development. There is a need for economic institutions in the barrio, owned and operated by Mexican Americans, to keep money in the community and to provide for local employment needs. Credit unions and small businesses would be established.

2) Housing. The community must demand and participate in Federal housing programs and any other efforts designed to provide decent housing for all.

3) Education reform.

4) Political development.

Training programs, conferences, workshops, and seminars would be needed to allow the barrio resident to implement these goals. The public library could contribute to these training and educational efforts.

SERVICES TO COMMUNITY AGENCIES

The model library could serve social agency personnel, primarily through the information-referral center and various other library services, by supplying needed professional reading, compiling bibliographies, doing research, and providing reading lists for speeches, workshops, conferences, and special agency programs. The library could also aid agency personnel in selecting and supplying leaflets, paperbacks, and films to their clients to support agency activities. Deposit collections of appropriate materials would be established in agencies on request. Workshops, meetings, and personal conferences with agency staff would publicize what the library has available and allow for discussion of what materials are needed. Librarians could often make professionals aware of materials that might be helpful to their clients.

The library would make information about the agency available through its information-referral service and through library exhibits featuring different agencies. The information-referral staff would be more likely to establish initial contact with the agencies, and they would work with the librarians on materials and programming.

Working with agencies can be frustrating due to frequent funding cuts, new agencies that appear and disappear, and consolidation of projects. Even in the relatively stable projects, the rapid turnover of personnel makes it difficult to maintain personal contacts with staff members. Acceptance and understanding by agency personnel of the library's role may be slow in developing. However, the potential for impact with agency personnel and community residents is high and well worth the library's efforts in serving community agencies.

CONCLUSION

There is no doubt about the ideal nature of this model for library service to the Mexican American community. However, there is also no doubt that much energy, creativity, and commitment is needed on the part of any library staff striving to provide quality library service to the total community. Library experience indicates that serving the non-user is not an easy task. Adults in general have many competing demands on their time, but more so the under-employed and under-educated who have additional demands placed on them. Library use is highly related to educational experience. Under-educated adults and children who come from non-reading families find it hard to relate to libraries. Often community residents have little concept of what a library is. They do not realize that the service is free, that books and other materials can be checked out, that there are books other than just textbooks and classics, that there are nonprint materials, and that there are children's materials. Residents often don't realize that libraries have information and materials that will help them cope more successfully with their everyday lives. The public library has a significant role to play in the Mexican American community. That role can be defined in any number of ways. It is hoped that this paper has suggested some ideas that readers will find useful in expanding services in their particular libraries.

SUGGESTED READINGS

Designing Library Services for Nonusers

Appalachian Adult Education Center. *Library Service Guides*. Chicago: American Library Association, 1977.

This series includes twenty guides (30 to 50 pages each) which focus on specific skills needed in serving the under-educated adult. Topics include: assessing community information and service needs, audiovisual materials, bookmobile services, deposit collections, interagency cooperation, materials selection, young adult services, services to the elderly, recruitment, and using volunteers.

Buttlar, Lois and Lubomyr R. Wynar. *Building Ethnic Collections: An Annotated Guide for School Media Centers and Public Libraries*. Littleton, Colorado: Libraries Unlimited, 1977.

An annotated bibliography of print and nonprint materials, including references to other current bibliographies. Of particular interest are sections on Mexican Americans, pp. 267-296, and Spanish-Speaking Americans, pp. 334-342.

Childers, Thomas. *The Information-Poor in America*. Metuchen, N.J.: Scarecrow Press, 1975.

A comprehensive survey of literature from a variety of disciplines documenting the ways in which disadvantaged adults use information and the types of information needs they have. One chapter discusses specific areas of information need such as health care, family planning, welfare programs, employment information, and community resources.

Lipsman, Claire. The Disadvantaged and Library Effectiveness. Chicago: American Library Association, 1972.

A study of the impact of public library services on disadvantaged groups in fifteen major cities with an analysis of such factors as community needs and resources, problems in decision making, program objectives and implementation, staff effectiveness, community involvement, materials selection, and publicity. The conclusions and recommendations are particularly helpful to public libraries interested in designing services for non-user groups.

Services for Adult Learners

Adult Learning (It Can Happen in the Library, Too). Austin, Texas: University of Texas, Division of Extension, Industrial and Business Training Bureau, 1974.

A fifteen-minute slide-tape presentation designed to promote active library participation in adult education programs by dramatizing the needs of adult learners and demonstrating how libraries and adult education agencies can cooperate in serving adult clients.

Bayley, Linda, Biruta Celmins Kearl, and Linda Schexnzydre. ABE: Guide to Library Materials. Austin, Texas: University of Texas, Division of Extension, Industrial and Business Training Bureau, 1975.

A selective, annotated bibliography of easy reading materials for adults -- informational, instructional, and leisure reading -- with introductions to each section discussing selection and evaluation procedures. Also included are professional materials for teachers and librarians and resources for keeping up-to-date.

College Entrance Examination Board. *The Role of Public Libraries in Adult Independent Learning*. Final Report, Parts 1 & 2. New York: CEEB, 1976.

Results of a national effort to involve libraries in designing and implementing Learners' Advisory Services in eleven different locations over a period of four years.

Establishing Library Learning Centers for Adult Basic Education. Austin, Texas: University of Texas, Division of Extension, Industrial and Business Training Bureau, 1975.

A guide to planning, organizing, staffing, and promoting the library learning center for under-educated adults.

Lyman, Helen H. *Literacy and the Nation's Libraries*. Chicago: American Library Association, 1977

A comprehensive treatment of the role of all types of libraries in the literacy effort in serving a diverse clientele--independent learners, ABE learner-clients, early childhood groups, students in higher education, bilingual/bicultural clients, and imprisoned and incarcerated clients. Case studies of six library projects and summaries of major literacy studies are included.

Tulsa City-County Library. *Learner's Advisory Service Training Workshops*. Dallas, Texas: Southwestern Library Association, 1977.

Each manual includes step-by-step instructions for conducting staff training in techniques needed to develop a Learner's Advisory Service, as well as participant handouts. The complete set of training manuals includes:

Parts 1 & 2: "Introduction" and "Understanding the Adult Learner"

Part 3: "Interviewing"

Part 4: "Decision-Making"

Part 5: "Creative Use of Library Resources"

Part 6: "Community Resources"

Information and Referral Services

"Community Information and the Public Library," *RQ*, XV, 1 (Fall 1975), 5-38.

A special issue discussing information and referral services in public libraries based on the experiences of a variety of librarians.

Croneberger, Robert, Michele Kapecky, and Carolyn Luck. *Library as a Community Information and Referral Center*. Chicago: American Library Association, 1977

A manual detailing rationale and procedures for setting up and publicizing public library information and referral services.

Donohue, Joseph C., and Manfred Kochen, eds. *Information for the Community*. Chicago: American Library Association, 1976.

A collection of papers devoted to the management of information and referral centers of interest to both social workers and librarians.

Information and Referral Services Series. Minneapolis, Minnesota: American Rehabilitation Foundation, 1971. (ED 055 632-639)

This series includes detailed procedures and sample forms for setting up an information-referral service. Specific topics include: resource file, interviewing and information giving, referral procedures, follow up, advocacy, and reaching out.

Ogg, Elizabeth. *Tell Me Where to Turn; The Growth of Information and Referral Services*. New York: Public Affairs Publications, 1971. (Pamphlet and 16 mm film)

Good introduction to the need for information and referral services.

SCHOOL LIBRARY SERVICES

THE IMPACT OF BILINGUAL EDUCATION ON SCHOOL LIBRARY SERVICES:

SOME PROBLEMS AND RECOMMENDATIONS

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THE IMPACT OF BILINGUAL EDUCATION ON SCHOOL LIBRARY SERVICES: SOME PROBLEMS AND RECOMMENDATIONS

The advent of bilingual education legislation and program implementation nationwide has changed the face of school library services in many school districts. The latest Directory of Title VII ESEA Bilingual Education Programs lists 406 programs in 38 states and territories. The nature of school library service has been altered in schools with bilingual education programs because large amounts of funds have been allocated to the purchase of materials and because many of these materials are in languages other than English. In the early seventies the impact was not immediately felt, but, as the programs grew in size and in sophistication, more and more of these materials have found their way into the regular school library collections. As a result, school librarians have found themselves progressively more involved with bilingual education materials. Unfortunately, their involvement has not been rewarded with the specialized training and technical assistance available to bilingual education program personnel.

The library technical areas in which strategies and solutions are yet to be developed include acquisition, processing, services and training. Unfortunately, aside from some minimal technical assistance tendered through the Bilingual Resource Centers, school librarians have had to strike out on their own. An attempt will be made herein to identify some of the major problem areas and to list some of the recommendations which have been made by school librarians in Texas during workshops sponsored by individual school districts and the Bilingual Resource Center.

ACQUISITION

Most of the time, orders for bilingual education materials are placed by teachers and program administration. Ironically, the most difficult part of the task (finding the tools which teachers may use to select classroom and supplementary materials) often lands in the librarian's lap. For this teachers and librarians usually rely on the following references:

Alert Sourcebook of Elementary Curricula, Programs and Projects. San Francisco: Far West Laboratory, 1975.

Bilingual Bicultural Materials: A Listing for Library Resource Centers. El Paso, Texas: El Paso Independent School District, 1974.

EPIE Report: Selector's Guide for Bilingual Education Materials-Volume I: Spanish Language Arts; Volume II: Spanish Branch Programs. New York: EPIE Institute, 1976.

Evaluation Echoes: A Teachers Guide for Selecting Bilingual Education Materials. Trenton, New Jersey: Puerto Rican Congress of New Jersey, 1976.

Through experience, school librarians have found that traditional jobbers provide little assistance in locating bilingual education and ethnic materials. More and more, they have relied on the new distributors such as Las Americas and Bilingual Education Services. Patiently, they have waited for years while these agents learned skills and incorporated techniques to simplify the entire process for teachers and librarians.

Two complex problems related to acquisitions have to do with evaluative criteria for purchasing foreign produced texts and systemizing the exchange of materials between school districts. At this point program or district produced materials are reviewed by the two national Assessment and Dissemination Centers for Bilingual Education (DACBE's) in Texas and in Massachusetts. These Centers select the materials which are to be mass-produced for national use. Despite this, school districts still borrow many "home-made" materials from each other.

Also, there are groups such as the Center for Educational Development which recently received a grant to package exemplary "PIPS" programs, Title VII bilingual education programs. Thus, a librarian in the know has to be able to locate local materials, DACBE material, commercial foreign materials, U.S. produced materials, and special packets produced through federal dissemination funds.

Another problem which affects the acquisition process is the fact that teachers, administrators, community liaison people, and librarians are all involved in ordering materials. Consequently, when there are two or more types of funding, very often materials are ordered by the local program staff, the state program staff and the federal program staff. The resulting chaos causes quality control problems, inventory weaknesses, hopeless duplication of expensive or unsatisfactory materials and in the end, poor library services to personnel and students. Three appendix items are included at the end of this article which librarians have found to be generally useful; a listing of materials distribution centers and the Bilingual network list. The second set of items includes two materials evaluation forms.

Strategies Recommended by Teachers and Librarians

1. Centralize acquisition in the library.
2. Establish bilingual education collections in every school with a bilingual program which does away with the extensive classroom collection.
3. Establish at least one material resource center per district for the most expensive tests and kits and centralize multiple copies of professional readings, ERIC *Resources in Education* indexes, and other reference materials.
4. Establish one set of the ordering aids already mentioned at each school library at which there is a bilingual education program.
5. Establish appropriate training and technical assistance strategies for school librarians.

6. Build in an assistance component for the school librarian in the newly established Bilingual Education Clearinghouse.

PROCESSING

It's certainly an understatement to say that not all bilingual education materials are in English or in a commercially produced format. At present there are approximately 47 languages throughout the country in which materials are being developed. The format for these materials varies from the extremely attractive library bound volumes sold by foreign and domestic commercial distributors to "home-made" guides, readers, and audiovisuals developed by local programs.

Many bilingual education program schools have been acquiring materials since the early seventies without establishing a coordinated inventory or processing system. Because the major distributors for these materials have not set up processing mechanisms similar to Baker & Taylor, the job of incorporating bilingual education materials seems awesome to elementary school librarians. Bilingual education materials produced and disseminated by the network entities such as the DACBE's and the Materials Development Centers also have to be processed by the purchaser. Although most of the materials are eventually picked up by major cataloguing systems, such as Ohio State's O.C.L.C. system or the Library of Congress system, this information doesn't necessarily get down to the school library where librarians still need to do original cataloguing for many of these materials. Needless to say, these obstacles have served to discourage school librarians from incorporating valuable bilingual materials into their permanent collections.

Another processing problem for school librarians is the absence of a systematic procedure for cataloguing curriculum materials. While many of curriculum guides and readers stay in classrooms when in use, once a teacher decides against full-time use of these materials, they are often relegated to storage files.

Language poses another processing problem with bilingual educational materials since many of the materials are in the languages other than English and for the most part school librarians are English monolinguals. Some school librarians have developed innovative strategies for overcoming this barrier, but unfortunately these strategies are localized, undocumented, and not shared.

A grave problem in processing is created also when school districts with centralized processing centers refuse to process bilingual materials because they are "foreign" language materials or because they are purchased with federal funds.

Despite efforts to provide technical assistance services to bilingual educators, these services, provided through the bilingual resource centers and even the LAU technical assistance centers, have not included librarians. Thus, very few workshops have been held to assist school librarians through the process of cataloguing and systemizing the use of bilingual education materials.

Strategies Recommended by Teachers and Librarians

1. Many school librarians have solved the language problem by utilizing paraprofessionals or parent volunteers to translate titles and content for cataloguing purposes. These persons, along with degreed librarians, also need special training.

2. School librarians recommend that the National Bilingual Clearinghouse be involved in processing universally used items and then sharing this processing information with school librarians nationally. They urge some type of bilingual education union list effort, by language grouping.

3. School librarians would also like to see a curriculum classification system which is nationally adopted and which can be easily adapted to Dewey and Library of Congress classification systems.

4. School librarians recommend that more jobbers of bilingual education materials follow the lead of Bilingual Education Services and provide processing services for their customers.

5. Librarians would also like to see originators of bilingual materials, such as the DACBE's, provide classification numbers and subject headings for their products.

6. School librarians recommend that institutions of higher education, especially library science schools, should coordinate their efforts with teacher training programs in providing specialized training for processing bilingual education materials.

USER SERVICES

In the area of user services and bilingual education programs, school librarians very often are totally out of the picture. Often they feel that since the materials are not in their library (as is frequently the case) they really can do very little to service the needs of bilingual education personnel and the participating students.

Librarians, who are more enterprising, solve their acquisition and processing problems long before they are ready to provide services to their users. These librarians have already convinced bilingual educators of the importance of centralizing materials and probably have succeeded in doing so with great numbers of materials. Also, in their case they will have found their way to one or more of the many technical assistance sources and informational services for at least minimal assistance in learning about bilingual education materials.

The types of services school librarians can provide are many and varied. Very few bilingual programs, for example, are emphasizing the learning of library skills as part of their curriculum. Librarians can provide important skills development in this area. Librarians with their multitudinous resources can be valuable sources for ideas concerning learning systems utilized in bilingual teaching strategies.

Very often the bilingual educational program is the one resource in the community for library materials which are in the native language and ethnically relevant. Librarians are often the contact point for serving parents and the community with reading materials recommended by the community liaison people. Ironically, many public libraries also depend on the school library to provide some of these services or at least to be a source of information on the purchase and processing of bilingual materials.

The school librarian with expert training and an established information network could become a very valuable ally to bilingual education. With information on hand as to resources and services available through the bilingual network, regionalized service centers, state agencies and federal installations, no e[illegible]ator would be at a loss for adequate materials and services.

Strategies Recommended by Teachers and Librarians

1. School librarians need to be incorporated into the instructional strategies of bilingual education programs in order to provide the needed library skills programs to students.
2. In order to provide the best service possible to teachers, students and community liaison persons, school librarians need to be knowledgeable about the program objectives of the bilingual education program.
3. School librarians should be the most knowledgeable persons as regards bilingual sources of information and services. Materials issued to program personnel should be made available to librarians.
4. Program persons should provide systems for feedback on library uses and services so that library services may be continuously improved.
5. Special training on user services and staff development should be provided to librarians under E.S.E.A. Title VII funding.

TRAINING STRATEGIES

School librarians as a group often feel that they must provide efficient library services to bilingual education programs with little or no support.

Generally they feel that as a professional group there is much the librarian could do to improve the quality of materials being purchased and used by bilingual programs. There is much they could do also to systematize bilingual education collections for more efficient use by program personnel and students.

The greatest obstacles to achieving these objectives seem to be the failure in some schools to incorporate librarians into the bilingual education program developmental process. The next greatest need is for specialized training to be provided to school librarians for acquiring, processing and servicing these specialized materials. School librarians would like for those federal and state entities responsible for Title VII funding to assume the responsibility for allocating resources to this end.

Further, librarians in numerous workshops have recommended that Title VII Bilingual Network entities including bilingual resource centers and programs at institutions of higher education assume the function of specialized training of librarians. Primarily librarians would like to see a library science curriculum which would be coordinated with appropriate teacher training strategies in bilingual education.

At the inservice level, librarians are often totally excluded from staff development activities planned for bilingual education personnel. This exclusion is also practiced by all except a few of the bilingual resource centers and LAU Centers.

CONCLUSION

Generally school librarians feel they have much to contribute to the success of bilingual education programs in the United States. Many monolingual librarians in Texas feel they could be more effective with quality library science instruction which is coupled with the same preservice and inservice assistance that is available to bilingual education personnel. Bilingual librarians also feel that library professionals have been neglected as an important and supportive resource to bilingual education.

APPENDIX - MATERIALS DISTRIBUTION CENTERS AND BILINGUAL EDUCATION NETWORK

MATERIALS DISTRIBUTION CENTERS (SELECTED)

Baker and Taylor, Industrial Park, Clarksville, Texas 78426. (Good book distribution center for Chicano and Black K-12 and staff development materials. Order their K-12 education and professional readings catalogs.)

Bookstore Commission for Mexican-American Affairs, 1514 Buena Vista, San Antonio, Texas 78207. (512) 224-4244. (Distribution center for Chicano materials primarily grades 8-12 and adult.)

Children's Music Center, Inc., 5373 West Pico Blvd., Los Angeles, California. (Good bilingual education and Black culture recordings; order their catalog.)

Council for Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023. (212) 757-5339. (Good cross-cultural source of information and publications.)

The Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721. (512) 926-8080. (Excellent source for teacher materials; curriculum readers especially for bilingual education.)

Folkways Records Service Corp., 165 W. 46th St., New York, N.Y. (Good bilingual education and Black culture recordings; order their catalogs.)

Intercultural Development Research Assn., 5835 Callaghan Rd., Suite 111, San Antonio, Texas 78228. (512) 684-8180. (The MIME center provides cross-cultural curriculum, evaluation and parental involvement materials and technical assistance to public schools in Texas, Arkansas, and Louisiana.)

La Causa Distribution Center of Chicano Materials, 631 N. Milpas St., (P.O. Box 4818), Santa Barbara, California 93103. (805) 963-4088. Armando Valdez, Chicano Alternatiol Schools. (Good source for Chicano materials 8-12 grades and adult.)

The following is reprinted from the Directory of Title VII ESEA Bilingual Education Programs: 1975-76.

The NATIONAL NETWORK FOR BILINGUAL EDUCATION was created to facilitate the delivery of services to programs of bilingual education. The major role of the Centers is to coordinate planning, communications, and assistance for

LEA's (Local Education Agencies), IHE's (Institutions of Higher Education), and SEA's (State Education Agencies).

RESOURCE CENTERS (7) provide direct services on effective practices and procedures to LEA's and IHE's, train classroom personnel in the use of bilingual instructional materials, and field test materials from the development centers.

MATERIALS DEVELOPMENT CENTERS (9) develop instructional, teacher training, and testing materials in the languages and at the grade levels of the bilingual target groups being served.

DISSEMINATION AND ASSESSMENT CENTERS (2) evaluate, publish, and dissiminate the materials developed. In addition, they provide informational services to LEA's, IHE's, SEA's, and the other Network Centers.

RESOURCE CENTERS

BABEL/CIMA Resource Center, Berkeley Unified School District, 2168 Shattuck Avenue, Second Floor, Berkeley, California 94704. (415) 644-6154. Contact: Dr. Roberto Cruz or Celia Z. La Forge. Service region: Chinese, Philipino, Spanish, and Native American projects in Northern California, Idaho, Montana, Washington, Wyoming; also Alaska and the Trust Territories.

Bilingual Resource Center, Institute for Cultural Pluralism, San Diego State University, 5544-1/2 Hardy Ave., San Diego, California 92182. (714) 286-5193, 6606, or 6608. Contact: Dr. M. Reyes Mazon or Rafael Fernandez. Service region: Portuguese, Philipino, and Spanish projects in Southern California, Southern Arizona, South Texas, Southern Nevada, and Hawaii.

Midwest Resource Center, Northwest Educational Cooperative, 500 South Dwyer Ave., Arlington Heights, Illinois 60005. (312) 253-5713. Contact: Maria Medina Swanson. Service region: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

Bilingual Multicultural Resource Center, University of Southwestern Louisiana, P. O. Box 3388 USL, Lafayette, Louisiana 70501. (318) 233-3850. Contact: Dr. Robert Fontenct. Service region: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Oklahoma, and the New England Franco-phon area.

Bilingual Education Resource Center, University of New Mexico, College of Education, Albuquerque, New Mexico 87131. (505) 277-3551. Contact: Jose A. Gandert, Jr. Service region: Native American bilingual education programs in New Mexico, Utah, Colorado, Northern Arizona, and North Texas.

Regional Cross-Cultural Training and Resource Center, New York City Board of Education, 110 Livingston St., Room 224, Brooklyn, N.Y. 11201. (212)

858-5505, 5506, 5507, or 5508. Contact: Carmen L. Velkas. Service region: New York, New Jersey, Delaware, Maryland, Pennsylvania, West Virginia, Virginia, and Puerto Rico.

Multilingual Multicultural Resource and Training Center, Providence School Department, Fox Point School, Box 434, 455 Wickenden St., Providence, Rhode Island 02903. (401) 331-3627. Contact: Adeline Becker. Service region: New York, New Jersey, Delaware, Maryland, Pennsylvania, West Virginia, Virginia, and Puerto Rico.

MATERIALS DEVELOPMENT CENTERS

Santa Cruz Bilingual Materials Development Center, University of Arizona at Tucson, Box 601, College of Education, 1201 E. Speedway, Tucson, Arizona 85721. (602) 884-1618, 1461, or 3724. Contact: Dr. Elizabeth Antley. Responsibility: Teacher training materials--transportable packets, Grades K-3, Spanish.

Asian American Bilingual Center, Berkeley Unified School District, 2168 Shattuck Avenue, Third Floor, Berkeley, California 94704. (415) 848-3199. Contact: Linda Wing. Responsibilities: Social studies, language arts, math, science, and fine arts, Grades PK-3, Cantonese (Chinese), Philipino, Korean, Japanese, Lauwan. Needs assessment, Grades PK-3, Samoan.

Multilingual Multicultural Materials Development Center, California State Polytechnic University, Office of Teacher Preparation, 3801 W. Temple Avenue, Pomona, California 91768. (714) 598-4984. Contact: Roberto Ortiz. Responsibilities: Social studies--films and filmstrips, Grades 7,8,9, Spanish. Teacher's manuals, Grades K-12, Spanish. Language assessment instruments--to determine level of teacher's proficiency, Grades K-12, Spanish.

Spanish Curricula Development Center, Dade County Public Schools, 7100 N.W. Seventeenth Ave., Miami, Florida 33147. (305) 696-1484. Contact: Ralph F. Robinett. Responsibilities: Language arts, social studies, fine arts, Spanish as a second language, science, math--(teacher guides include Puerto Rican, Mexican American, Cuban, and multiethnic editions), Grades 1-3 completed, Grade 4 in progress, Grades 5-6 projected, Spanish, Health (multiethnic teacher guides only), Grades 4-6, Spanish.

Eastern Tri-Center Plan for Bilingual Multicultural Education, New Hampshire College and University Council, 168 South River Road, Manchester, New Hampshire 03102. (603) 668-7209 or 7198. Contact: Robert Parris. Responsibilities: Subject areas as needed, Grades K-6 to be reviewed, Grades K-12 and Adult, French, Acadian French, Canadian French, Haitian French, Portuguese.

Native American Materials Development Center, Ramah Navajo School Board, Inc., Box 248, Ramah, New Mexico 87321. (505) 783-5801. Contact: Gloria Emerson. Responsibilities: Subject areas as needed, Grades K-3, Native American languages.

Northeast Center for Curriculum Development, New York C.S.D. #7, I.S. 184 - Complex 419 (District 7), 778 Forest Ave., Bronx, New York 10456. (212) 993-2182, 2183, or 2184. Contact: Aurea E. Rodriguez. Responsibilities: Social studies, language arts, fine arts, Grades 1-9, Spanish. Research, Grades K-6, Greek, Italian, Haitian.

Bilingual Materials Development Center, Ft. Worth Independent School District, 6000 Camp Bowie Blvd., Suite 390, Ft. Worth, Texas 76116. (817) 731-0736. Contact: Carlos E. Perez. Responsibilities: Fine arts, Spanish as a second language, language arts, social studies, science, math, Grades 6-9, Spanish. English as a second language, Grades 7-8, Spanish. Social studies, language arts, Grade 6, French: Subcontracted to Acadiana Bilingual Bicultural Education Project, Youngsville, Louisiana 70592. (318) 856-5073. Contact: Kathleen Price.

Midwest Materials Development Center, Milwaukee Board of School Directors, 5225 West Vliet St., or P. O. Drawer 10K, Milwaukee, Wisconsin 53201. (414) 671-4320. Contact: Francisco Urbina. Responsibilities: Language arts, fine arts, social studies--cultural aspects emphasized, Grade 3 to be revised, Grades 4-6, Spanish.

DISSEMINATION AND ASSESSMENT CENTERS

Assessment and Dissemination Center at Fall River, Fall River Public Schools, 385 High Street, Fall River, Massachusetts 02720. (617) 678-1425. Contact: John Correiro.
Processes materials produced by:
- Asian American Bilingual Center, Berkeley, California--Asian languages.
- Eastern Tri-Center Plan for Bilingual Multicultural Education, Manchester, New Hampshire--French, Portuguese.
- Northeast Center for Curriculum Development, Bronx, New York--Greek, Italian, Spanish.
- Midwest Materials Development Center, Milwaukee, Wisconsin--Spanish.

Dissemination and Assessment Center for Bilingual Education Dissemination: Education Service Center, Region XIII, 6504 Tracor Lane, Austin, Texas 78721. (512) 926-6129 or 8080. Contact: Juan D. Solis or Ernest Perez. Assessment: University of Texas at San Antonio, Hemisfair Plaza, Building 204, San Antonio, Texas 78285. (512) 222-9151. Contact: Juan D. Solis or Ernesto Bernal.
Processes materials produced by:
- Santa Cruz Bilingual Materials Development Center, Tucson, Arizona--Spanish.
- Cal-Poly Bilingual Materials Development Center, Pomona, California--Spanish.
- Spanish Curricula Development Center, Miami, Florida--Spanish.
- Native American Materials Development Center, Ramah, New Mexico--Native American languages.
- Bilingual Materials Development Center, Ft. Worth, Texas--Spanish, French.

APPENDIX - EVALUATION CHECKLIST

CHECKLIST FOR EVALUATING CHICANO MATERIAL

These criteria were used to analyze the books in this survey.

A. RELEVANCY: Is the book relevant to the Chicano experience?

1. Are the main characters Chicano? Is it totally clear that they are Chicano, and not Mexican nationals living in the U.S. or people who happen to speak with a Spanish accent?

2. Are the Chicanos in the story presented as foreigners rather than as Americans? If they are presented as Americans, do they somehow come through as intruders or second-class citizens? Or, are they shown as Americans who are oppressed by the dominant Anglo society?

3. Does the book depict ordinary Chicano people as worthwhile individuals?

4. If the story has a rural setting, would Chicanos living in the country find the setting credible? If the story has an urban setting, would it ring true for Chicano city-dwellers?

B. AUTHENTICITY: Is the book authentic from the Chicano perspective?

1. Is the author Chicano? If not, is there any reason given for the author having written about Chicanos?

2. If the book directly or indirectly compares Chicano and Anglo cultures, are Anglo values and standards considered the "acceptable norm"? Does the comparison in any way imply Chicano inferiority?

3. If the book is historical fiction, does it present the Chicano heritage and history from a Chicano or from an Anglo perspective?

4. If the book is a collection or anthology, to what degree are the selections representative of the varieties of Chicano culture?

C. RACIST STEREOTYPES: Are the people, relationships and culture stereotyped in a racist manner?

1. Are illustrations of face, figure and/or setting stereotypical?

2. Are the clothes, appearance, speech, manners, etc. described in ways which lead to generalizations about all Chicanos?

3. What personal qualities are assigned to Chicanos as opposed to Anglos? For example, are the Chicanos lazy and ignorant and the Anglos energetic and educated?

4. Are the actions of Chicanos portrayed as less mature, less sophisticated, less competent than those of others?

5. Who in the story are the leaders? Who are the followers? Who are the characters with ideas and initiative?

6. Is the impression given that the welfare of Chicanos depends upon the generosity or goodwill of Anglos?

7. If the story revolves around some kind of "problem," is the "problem" particular to the individuals portrayed or is it posed as being common to almost all Chicanos? If the story has to do with an individual "problem," who plays the key role in solving it, a Chicano or an Anglo?

8. If the "problem" is presented as a generalized "Chicano problem," (poverty, limited English, etc.), is the onus for solving it placed on the Chicanos in the story, or is the solution more accurately shown to be the responsibility of our society?

D. SEXIST STEREOTYPES: Are the roles of women stereotyped in a sexist manner?

1. Are females in the book merely part of the background for the important story of the males?

2. If females do play significant roles, are they other than the usual stereotypes of dedicated Anglo school teacher or passive Chicano who is either the loving, patient mother, the pretty, admiring girl friend, or the frightened little girl?

3. Do the Chicanas take an active part in the dialogue and action, or do they defer to the males? Do the Chicanas take initiative and show imagination or are they docile and submissive?

4. Are value judgments made about Chicanas solely with regard to their prettiness, sweetness, attractiveness to males and ability to cook and to produce babies?

E. LANGUAGE: Do the language and dialogue imply a put-down of Spanish?

1. Is Spanish regarded as a prestigious language?

2. If Spanish words and names are used, are they spelled correctly and used appropriately? Are accents in their proper places?

3. Are colloquialisms and/or calo (slang) used as a part of normal dialogue? Are such usages correct within the context of the dialogue? Are they appropriate for the person speaking?

4. Does it appear that the book is addressed primarily to Anglos? For example, are Spanish words translated? Are phonetic "equivalents" given for Spanish words?

5. Are the vocabulary and dialogue over-simplified or too limited for young readers?

6. Is "broken English" used as a device to demean or stereotype Chicanos?

F. HISTORY: Are historical data accurate and in political perspective?

1. Do you, as a reader, or reviewer, feel you have an adequate knowledge of Chicano history and culture to evaluate the information presented accurately?

2. Are the settings, actions, places, dates, etc., accurate?

3. If the book identifies "heroes" or "famous Mexican Americans," are those chosen establishment or liberation-oriented Chicanos?

4. If political questions arise, are they evaluated from an Anglo establishment viewpoint? Are the issues of oppression and expropriation of land ever raised?

5. In Chicano-Anglo relationships, does the book show who wields the power and why? Does it show to whose advantage the power is used?

G. RATING

1. Will young people enjoy this book? Do you consider it to be well written and well illustrated?

2. Will a Chicano child find positive characters in this book with whom to identify? Will the Chicano child feel proud to be Chicano? Will the book help a non-Chicano child to understand and respect Chicano people and culture?

3. Would you consider this book to be racist? Non-racist? Anti-racist? (A racist book, in some way, demonstrates the superiority of whites at the expense of Third World peoples and serves to increase or to continue oppression. A non-racist book does not demonstrate white superiority, but neither does it serve, in any way, to move our present racist society a step towards liberation of all people. An anti-racist book takes a step against oppression and towards liberation.)

4. Would you consider this book to be sexist? Non-sexist? Anti-sexist? (A sexist book, in some way, demonstrates the superiority of males over females and serves to continue the oppression of women. A non-sexist book does not demonstrate male superiority, but neither does it serve to move our sexist society towards liberating change. An anti-sexist book takes a step to end oppression and towards liberation of all people.)

The rating section was added after the survey was completed in order to make these criteria adaptable to the evaluation of other books.

MATERIALS EVALUATION FORMED
(PRELIMINARY, BILINGUAL RESOURCE CENTER, AUSTIN, TEXAS)

IDENTIFYING BIASES IN BILINGUAL MATERIALS

Title of Book or Series ______________________________

Subject ______________________ Grade Level ______________

Language ______________________

School ______________________ Examiner ______________

The following checklist offers a quick review of instructional materials for biases which may be present.

Cultural Biases

	YES	NO	N/A
1. Is the material presented culturally relevant to the target group?			
2. Can the target group identify with the illustration and settings presented?			
3. Is the information historically and/or socially significant to the target group?			
4. Does the material promote an appreciation of cultural diversity?			
5. Is the information in tune with current societal concerns?			
6. Are the settings within the past, present or realizable future of the child?			
7. Are obvious stereotypes represented either in written or pictorial form?			

Linguistic Biases

	YES	NO	N/A
1. Are the lexical (vocabulary) items appropriate for the target group?			
2. Are most lexical items familiar to the target group?			

Linguistic Biases (con't.)

	YES	NO	N/A
3. Are the syntactical structures similar to those used by the target group?			
4. Do the materials have linguistic significance for the target group?			
5. Is the language used an example of accepted world standard language?			
Other Biases 1. Are the people, events, and situations portrayed in a fair and factual (non-judgmental) manner?			
2. Are men and women portrayed in a variety of career roles?			
3. Are children of both sexes depicted in a variety of activities and situations?			
4. Are the families depicted similar to those of the target group?			

INTEGRATING LIBRARY SKILLS INSTRUCTION WITH THE BILINGUAL/BICULTURAL PROGRAM

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INTEGRATING LIBRARY SKILLS INSTRUCTION WITH THE BILINGUAL/BICULTURAL PROGRAM

This paper is an investigation of the relationship of library skills instruction to bilingual/bicultural education. Following a brief discussion of both bilingual/bicultural education and library skills instruction as responses to the needs of the student of limited English-speaking ability (LESA), the paper will present a rationale and description of a model for integrating library skills instruction into the bilingual/bicultural program. An enumeration of some requirements for implementation of the model and a description of the process of implementation will conclude the paper.

Although this paper will focus on library skills instruction for the Mexican American student of limited English-speaking ability, the model presented is applicable to other language minority groups.

BILINGUAL/BICULTURAL EDUCATION AND THE LIMITED ENGLISH-SPEAKING ABILITY STUDENT

Bilingual/bicultural education, at its best, is the most effective combination of pedagogical strategies to help provide survival skills to Mexican American students of limited English-speaking ability (LESA) in the contemporary society. It is, therefore, imperative that Mexican American students have access to quality bilingual/bicultural education. The survival skills, which bilingual/bicultural education promotes, encompass not only obvious literary and quantitative skills but also an ability to understand and cope easily with the social, physical, and informational environments which the student will face. In this regard, a recent comprehensive review of the research on bilingual education (Zappert & Cruz, 1977, p. 39) stated that bilingual education facilitates "oral language development, reading and writing abilities, mathematics and social studies achievement, cognitive functioning, and self-image" in the LESA student. Further, bilingual/bicultural education does not exist apart from the total school curriculum. Rather, when properly and successfully implemented, bilingual education integrates the learning of content areas with the language and the culture of the limited English-speaking ability students, while at the same time developing the acquisition of the basic survival skills.

LIBRARY SKILLS INSTRUCTION AND THE LIMITED ENGLISH-SPEAKING ABILITY STUDENT

Effective library skills instruction can likewise develop these survival skills for the student of limited English-speaking ability. The general objective of instruction in library skills is to develop the student's competencies in dealing with the world of available information and to enable the student to "participate in a continuing plan for problem solving . . . (one's) way through life" (Penland, 175, p. 113). To the basic survival skill of literacy needs to be added the basic skills in acquiring and using information which library skills instruction provides, so that the limited English-speaking ability student can better compete and succeed in these days of rapid information growth.

This rationale is supported not only by the general need to cope with contemporary informational systems but also by a number of empirical studies on library use and non-use by Mexican Americans whose findings suggest a need for more effective library skills instruction for this population (Haro, 1970, pp. 738-739; National Education Resources, 1972). Thus, although much more needs to be known, especially concerning the precise effects of library skills instruction on information retrieval behavior (Young, 1974, p. 6), the existing literature seems to support the contention that effective library skills instruction, like bilingual/bicultural education, can play a significant role in the education of the Mexican American LESA student.

RATIONALE AND DESCRIPTION OF THE MODEL

How can library skills instruction most effectively meet the needs of the LESA student and best fit into the bilingual/bicultural instructional program? Simply to provide students with the all too typical "library orientation, including rules and the care of library materials" suggested in one workshop on library services to Mexican Americans (New Mexico State University at Las Cruces, 1970, p. 20) is clearly not sufficient. The strategem of course-related but separately designed and taught library skills instruction is similarly not sufficient. Walker and Montgomery (1977) have provided a useful distinction in this regard:

> The difference between the terms "relate" and "integrate" seems subtle at first, but the operational difference is enormous. Relating media skills to classroom instruction implies one set of instructional objectives and a separate set of media skills objectives, one set of instructional activities and a separate set of media skills activities, . . . all more or less related but, at the same time, all very much separate. Integrating media skills into classroom instruction, on the other hand, implies only one set of instructional objectives and activities ....(p.14)

It is, thus, the contention of this paper that if library skills instruction were integrated into the total curricular and instructional effort of the bilingual program, only then could it effectively meet the needs of LESA students and enable them to develop their ability to cope with the diverse information systems of academic and daily life. A review of the literature of library skills instruction revealed three themes which supported this premise: (1) that the classroom teacher has the dominant role in influencing students' library use or non-use (Blazek, 1975, p. 129; Young, 1974, pp. 5-6), (2) that library skills are taught most effectively when the instruction is integrated into the actual curriculum (Kirk, 1974, p. 84), and (3) that library skills should be taught "functionally in the context of a topic of study" (Carpenter, 1963, pp. 311-312), as "thinking and learning skills" (Davies, 1969, p. 202), and as a "necessary means of attaining a learning objective rather than an end in themselves" (Wehmeyer, 1967, p. 128).

As the last two points stress, library instruction, like bilingual education, is a means of enhancing the content areas. Such classroom-oriented instruction not only helps the student to acquire library skills while learning the basic content areas, but it also facilitates and reinforces the learning of each content area with the added benefit that the library or media center and ultimately the universe of contemporary information systems becomes accessible and usable.

In sum, an integrated model of library skills instruction (illustrated in Figure 1) merges the three elements of content area, bilingual/bicultural aspects, and library skills to produce a unified multiple objective curriculum. As Walker and Montgomery (1977) have stated, in integrated library instruction,

> . . . instructional objectives and media skills objectives are merged into one set of unit objectives. Thereafter, media skills activities derive their subject matter directly and perhaps exclusively from the unit of study . . . . In fact, the distinction between instructional objectives and activities, . . . and media skills objectives, and activities, . . . become specious as the two are merged into a single instructional unit (p. 23).

REQUIREMENTS FOR IMPLEMENTATION

Though conditions and situations obviously vary widely from school system to school system, the general suggestions presented below will provide insight into implementing this model.

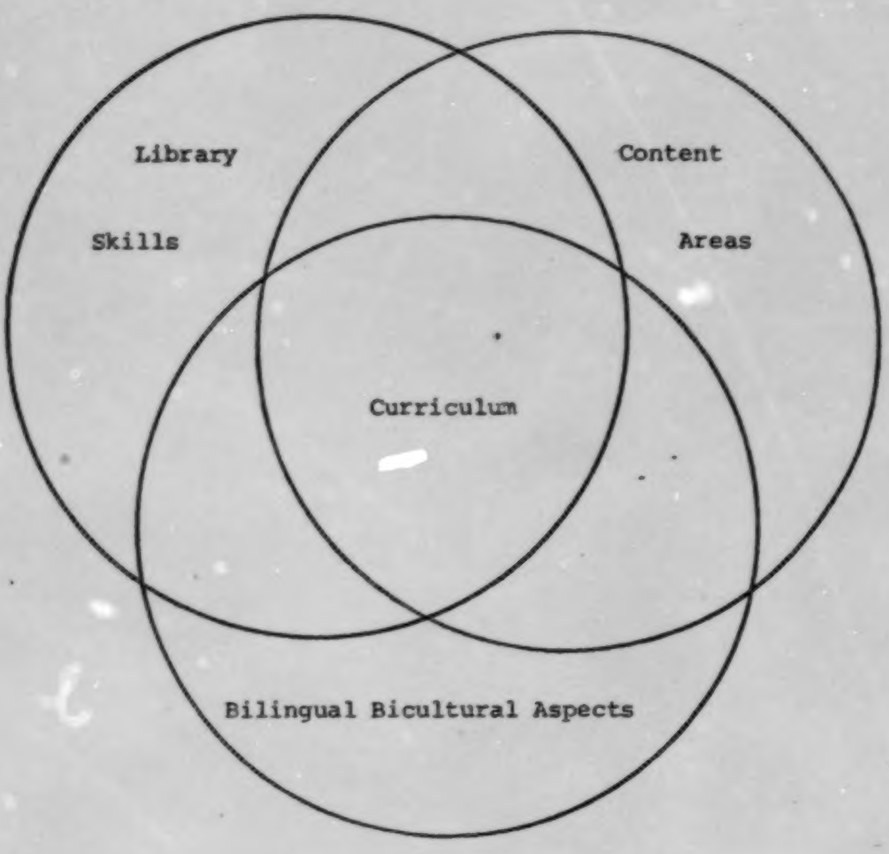

Library
Skills
Content
Areas
Curriculum
Bilingual Bicultural Aspects

Fig. 1 - A Model for the Integration of Library Skills Instruction with the Bilingual Bicultural Program.

1) The most important requirement for effective implementation is that the instructional program must be flexible and capable of adjustment to the needs of individual children and the varying elements in the community while being compatible with the Mexican American culture.

2) Second, the effective implementation of such a model requires cooperation and, more significantly, joint planning between bilingual program staff and the media center staff to achieve integration of their respective objectives and activities. The lack of such joint planning and its prerequisite communication and cooperation have been cited as a major element in preventing the full implementation of a planned program in library skills instruction (Ahlers, pp. 23-25, 1972; Davies, 1974, p. 47).

3) A third basic requirement for implementation is a scope and sequence of library skills and a scope and sequence for the bilingual content areas. Each scope and sequence should have a developmental and continuous sequence of skill objectives for K through the appropriate grades; provide for introduction, application, and reinforcement of the skills; and expect performance which is observable.

All three are very important preconditions for effective implementation of the suggested program. Nevertheless, there is a realistic order of priorities. For example, if there is little or no information on scope and sequence, the collaboration of library and bilingual program staff members could produce an effective temporary program until the proper curriculum guides could be designed or adapted from existing information. However, neither the scope and sequences nor the collaboration of staff members could result in an instructional program compatible with student needs if those needs aren't adequately known.

PROCESS OF IMPLEMENTATION

The description of the process of implementation given below is keyed to the schema in Figure 2. The categories of content areas and bilingual bicultural aspects are listed separately because they are treated as such in many school districts. Whether there is an integrated scope and sequence or not, the joint effort of implementation will ensure that significant objectives from each scope and sequence will be included.

Step 1. Assessment of needs

Step 2. Scope and sequence

Step 3. Involves comparison, analysis and identification of specific objectives that can be met simultaneously through classroom activities.

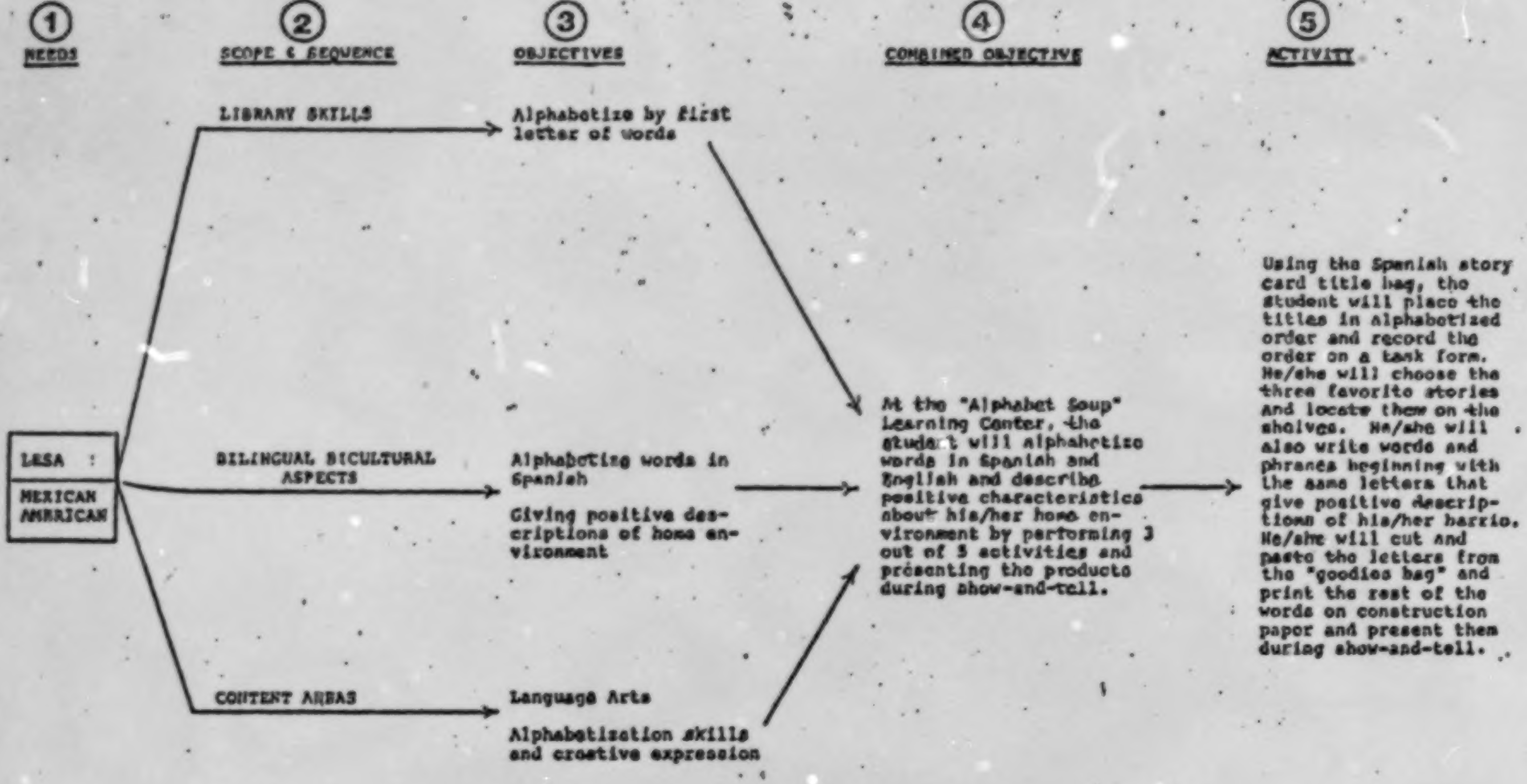
Step 4. A combined objective is produced from the merging of related objectives selected from the scope and sequences.

Step 5. Involves the design of activities to meet the combined objective. These activities should creatively and flexibly help the learner achieve the skills described in the combined objective, an objective which in turn reflects the particular objectives selected from the scope and sequences.

Finally, a step, not shown in the figure but, nevertheless, important, is post assessment. No post assessment will be successful if the objectives are not written to elicit observable behavior in the student. For a fuller discussion of evaluation of an integrated model of library skills instruction, see Walker and Montgomery (1977, pp. 63-68).

SUMMARY

Both bilingual/bicultural programs and library skills instruction are significant responses in meeting the needs of Mexican American students. Both types of instruction can most effectively meet these needs through an integrated model which merges the content area, bilingual/bicultural aspects, and library


① NEEDS
② SCOPE & SEQUENCE
③ OBJECTIVES
④ COMBINED OBJECTIVE
⑤ ACTIVITY
LESA :
MEXICAN AMERICAN
LIBRARY SKILLS
BILINGUAL BICULTURAL ASPECTS
CONTENT AREAS
Alphabetize by first letter of words
Alphabetizing words in Spanish
Giving positive descriptions of home environment
Language Arts
Alphabetization skills and creative expression

At the "Alphabet Soup" Learning Center, the student will alphabetize words in Spanish and English and describe positive characteristics about his/her home environment by performing 3 out of 5 activities and presenting the products during show-and-tell.

Using the Spanish story card title bag, the student will place the titles in alphabetized order and record the order on a task form. He/she will choose the three favorite stories and locate them on the shelves. He/she will also write words and phrases beginning with the same letters that give positive descriptions of his/her barrio. He/she will cut and paste the letters from the "goodies bag" and print the rest of the words on construction paper and present them during show-and-tell.

Fig. 2 Steps in the Implementation of the Model

skills. Key requirements for implementation are an assessment of student needs, joint planning by bilingual and library staff, and availability of scope and sequences in the areas concerned. The process of implementation consists of identification of specific objectives, combining of objectives and designing of activities.

This article has presented a preliminary and, hopefully, useful overview of integrating library use skills with a bilingual/bicultural program. Much remains to be done. As this article is the product of collaboration between a bilingual teacher trainer and an information specialist, implementation of this model will result only from the joint effort of classroom teachers and librarians.

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CHICANO PERIODICALS AS CLASSROOM RESOURCES

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CHICANO PERIODICALS AS CLASSROOM RESOURCES

Teachers, librarians, and organizations in search of "the real Chicano" may be missing a vital source of information about the Chicano community, the Chicano press. Chicano journalism dates back to the earliest days of the Spanish/Mexican colonization of the Southwest. Indeed, the publishing industry in the West originated with the Spanish-language press. (Printing had first been introduced into the Americas by Spain in the early 1500's, when the first printing press was brought to Mexico City.)

Since 1965, approximately 200 newspapers, magazines and journals have been launched in the barrios of the Southwest and Midwest. Despite their obvious relationship to a long established, journalistic tradition, the periodicals born in this period are saying something new, even in their names: El Grito del Norte, The Cry from the North; El Gallo, The Fighting Cock; Los Muertos Hablen, The Dead Speak; Regeneración, Regeneration. Almost spontaneously and somewhat haphazardly, they are attempting to record the history swirling about Chicanos, to document where Chicanos have been and where they are and to reflect the day-to-day life of the community, its aspirations, frustrations, victories, and defeats. They constitute, in many ways, the only active information source about Chicanismo in a society whose media pay little attention to the Chicano.

Conceived out of a strong desire for independence and self-determination, most Chicano publications exist on the brink of financial disaster. This constant state of crisis reflects the ongoing battle minority institutions must wage against economic adversity. Some periodicals survive from one edition to the next, meeting production costs from donations, fund-raising bailes (dances) or staff contributions. Others are subsidized by federally funded agencies such as state universities, which places some--though not crippling--restrictions on editorial content. La Raza, longest lived of the Chicano magazines and a political arm of La Raza Unida Party in Los Angeles, has had to tap the finances of its own staff in order to publish and maintain its independence.

Financial difficulties have, of course, resulted in a high mortality rate among the 200 titles that have appeared in the last decade. A number of the periodicals listed at the end of this article are no longer being published.

Beyond basic financial problems, most Chicano publishers must contend with a lack of regular, well-written editorial and news copy. At the time of a national study conducted in the spring of 1974, three newspapers distinguished themselves in the quality of their content and management: La Raza/El Tiempo, two weeklies published by La Raza Publications in Chicago, and the Chicano Times of San Antonio, Texas.

Publicizing the dozens of publications now extant is essential for a number of reasons. Chicano newspapers and magazines are ready-made teachers' aids for social studies, current events, or reading classes. For teachers in bilingual programs, there is an added benefit: several Chicano publications are printed in both Spanish and English (others appear only in one language or the other). Bilingual and Spanish teachers have at their disposal a wealth of material that can be referred to for current usage or colloquialisms.

Chicano publications, as supplementary classroom materials, serve as significant and valuable evidence of the richness of the Chicano past and present. Chicanitos may be inspired by their existence and be motivated to participate and to achieve more fully in their personal lives. They can also find positive images of themselves in their own media in contrast to the "fritobanditoism" of Anglo portrayals.

For the person seeking Chicano materials for the classroom, library or even business reception area, here is a brief, annotated list of periodicals:

In the Midwest, La Raza and El Tiempo are published by the same Chicago company and are among the best managed and staffed. El Informador is the most enduring and most respected weekly catering to Latinos; it is dependent primarily on contributed materials. El Renacimiento in Lansing, Michigan, is a well-written bi-weekly with the "Michicano" perspective.

The Chicano Times of San Antonio, Texas, with a pictorial format perhaps more sensational than any other barrio publication, has well-researched and written articles; it is programmed to begin daily production within five years. Magazin, a new magazine, is a pictorial journal that deals primarily with Texas issues and personalities. One of the oldest regularly published weeklies in Texas is El Sol in Houston, an example of a conservative approach to Chicano affairs.

La Luz magazine in Denver, Colorado, was the first of its kind, a Chicano-owned general interest pictorial magazine. It has very recently changed hands and is now focusing more on the whole spectrum of social issues which are of national concern to Latinos. El Gallo, also in Denver, has long been a leader in fostering cultural awareness among Chicanos by taking strong editorial stands on most relevant Chicano issues. Epoca, out of Boulder, is an academically oriented, irregularly published journal dealing with Chicano studies.

El Cuaderno of New Mexico is a very interesting journal that focuses on life in New Mexico but also reflects broad Chicano issues and concerns.

California boasts the most varied and stable list of publications. Among the more traditional newspapers catering to local concerns are El Hispano in Sacramento, El Tecolote in San Francisco, El Mundo in Oakland and El Chicano in Colton. El Malcriado, long a publishing arm of the United Farmworkers Union, and El Ideal from the Coachella Valley are farmworker-oriented.

Two pictorial magazines, published only a few minutes' drive from one another but quite different in character, are La Raza, vehement in its support of Chicano activism, and Gráfica, studiously objective in its discussion of issues involving the Spanish speaking community. Both cater to the same large Chicano and Mexican population in the Los Angeles area.

Aztlan, a journal published by Chicano students at UCLA, carries in-depth academic articles. Finally, the most polished and influential journal is El Grito, a fully independent quarterly originating in Berkeley that covers a vast range of topics from the Chicano perspective.

CHICANO PERIODICALS

The periodicals below are coded to indicate if they appear in English(E) or Spanish (S).

Aztlan (UCLA) (E)
405 Hilgard Ave.
Los Angeles, California 90033

El Chicano (E & S)
P. O. Box 827
Colton, California 92324

Chicano Times (E & S)
1903 Saunders St.
San Antonio, Texas

*El Cuaderno (E & S)
P. O. Box 31
Dixon, New Mexico 87527

*Epoca (E & S)
970 Aurora, Room 330
Boulder, Colorado 80302

*El Gallo (E & S)
1265 Cherokee St.
Denver, Colorado 80204

Grafica (S)
705 N. Windsor Blvd.
Hollywood, California 90038

*El Grito (E & S)
P. O. Box 9275
Berkeley, California 94709

El Hispano (S)
P. O. Box 2856
Sacramento, California 95814

*Ideal (E & S)
P. O. Box 21
Coachella, California 92236

El Informador (S)
1510 W. 18th St.
Chicago, Ill. 60608

La Luz (E)
360 S. Monroe St.
Denver, Colorado 80209

*Magazín (E & S)
417 W. Craig
San Antonio, Texas 78212

*El Malcriado (S & E)
P. O. Box 62
Keene, California 93531

*El Mundo (The Post Group) (S)
630 20th St.
Oakland, California 94612

*La Raza (E)
P. O. Box 31004
Los Angeles, California 90031

La Raza/El Tiempo (S)
868 N. Wabash
Chicago, Ill. 80608

Regeneración
P. O. Box 54624, T.A.
Los Angeles, California 90045

El Renacimiento (E & S)
915 N. Washington Ave.
Lansing, Michigan 48902

El Sol (S & E)
2434 Navigation
Houston, Texas 77003

El Tecolote (E & S)
1292 Pottero Ave.
San Francisco, California 94110

EDITOR'S NOTE:

In an effort to provide a more precise list of Chicano periodicals, an asterisk has been placed next to titles listed in Mr. Rendon's article that are no longer being published. The following titles and descriptions are newer titles that can also be used as classroom resources.

Emma Gonzalez-Stupp

El Grito del Sol (E & S)
Tonatiuh International
2150 Shattuck Ave.
Berkeley, California 94704

El Grito del Sol, a publication of Tonatiuh International, from Berkeley, California is quarterly in frequency and was the result of Quinto Sol's El Grito ceasing publication. The journal is literary; it contains short stories, essays and informative articles on current topics and literary happenings.

Caracol (E & S)
P. O. Box 7577
San Antonio, Texas 78207

Caracol, a monthly publication, comes from San Antonio, Texas. This journal contains *cuentos*, short stories, poetry, and articles from Chicanos in all walks of life. The format is informal and makes interesting reading.

De Colores Journal (E & S)
2663 Granite, N.W.
Albuquerque, New Mexico 87104

De Colores Journal, a quarterly, is published by Pajarito Publications in Albuquerque, New Mexico. The journal is literary with entries in both languages, English and Spanish. The subject matter varies; at times, an entire issue is devoted to a particular subject while other issues are a compilation of varied themes.

Fuego de Aztlan (E & S)
3408 Dwinelle Hall
University of California
Berkeley, California 94720

El Fuego de Aztlan of the University of California at Berkeley is quarterly in frequency and includes poetry, prose, and some excellent illustrations. The format is appealing, and the journal is very interesting.

Nuestro (E)
1008 20th St., N.W.
Washington, D. C. 20036

Nuestro, a monthly publication, is very colorful with much variety. It has an interesting format; it resembles the more established Anglo newsmagazines. The articles vary in treatment with emphasis placed on the newly-acquired mobility of Chicanos.

Revista Chicano Riqueña (E & S)
Indiana University Northwest
3400 Broadway
Gary, Indiana 46408

Revista Chicano Riqueña is a quarterly journal from the Midwest. This journal consists largely of poetry and some prose; there is an especially good selection of graphics.

Agenda (E)
National Council of La Raza
1025 15th St., N.W.
Washington, D.C. 20005

Agenda, a quarterly journal, is published by the National Council on La Raza. The format is interesting, and tends to be scholarly in nature. The articles are well-researched and highly technical in treatment.

UNIVERSITY LIBRARY SERVICES FOR MEXICAN AMERICANS

CHICANO LIBRARIES, SPECIAL COLLECTIONS, PROJECTS: AN OVERVIEW

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Mexican American Studies Librarian
University of Texas, Austin

CHICANO LIBRARIES, SPECIAL COLLECTIONS, PROJECTS:

AN OVERVIEW

Mexican American library efforts in higher education have been strengthened throughout the United States, thus providing some users with more pertinent information and materials. Added to the important, well-known and hence basic books, such as Sal Si Puedes, North From Mexico, Barrio Boy, Chicano Manifesto and others, are flourishing new collections of oral histories, data bases, theses and dissertations, audiovisual materials, and archives. The Mexican American or Chicano is thrilled about and supportive of these extensions in the library but is usually in doubt as to who is collecting and developing these flourishing resources.

PURPOSE

The main objective of this paper is to make known available Chicano resources by presenting an overview of Chicano libraries, special collections, and projects that are currently in existence. Some of the questions that will be considered are "Where are the major Chicano collections?" "What are they collecting?" and "What descriptive information is available about special collections and/or projects that have some materials on the Chicano?" Although some of the information contained within these pages is going to be redundant, since each library staff knows their collection better than anyone else, the advantage of having the compiled information merits its publication. It is hoped that this article will assist in the identification of Chicano libraries, special collections and projects. It is by no means the total picture of Spanish-speaking librarianship and resources but an attempt to list and to describe.

Current information about any topic is difficult to locate and to assemble and should a collection's birthplace, budget allocations, future goals and trends not be stated, it is because of the publication deadline. Further research resulting from this paper is necessary and must continue since current information as well as goals and trends in library service become obsolete rapidly.

It might be well to begin with a brief discussion of the term "Chicano." At a convention of archivists in El Paso, Texas, May, 1977, Dr. Oscar Martinez, a history instructor and director of the Institute of Oral History at the University of El Paso, said that "Chicano" was an endearing term used by the poor classes of Mexicans. He explained that the middle and upper classes of Mexicans did not use the term since the lower classes used it in reference to lower class values. However, as time went by, some of the poor class developed negative feelings about it. He said that the term was adopted and popularized by young Chicanos and students in the 1960s when they rejected the term "Mexican American" because they felt it was forced on them by the dominant class. However, either term "Mexican American," or "Chicano" can be positive for they represent identification with and belief in a historical and cultural heritage. The terms are used interchangeably in the paper to denote the awareness of differences.

It is interesting to note that Mr. Martinez got a few chuckles from the audience when he said that probably the best collection of material on the Chicano movement was in the FBI headquarters in Washington, D.C.

METHOD OF DATA GATHERING

The sources which were used to gather the data on the Chicano libraries include questionnaires (see Appendix A), brochures, individual reports of people that had toured collections, correspondence, annual reports and in-house publications other than those mentioned above such as bibliographies and supplements.

Unfortunately, due to the unpopularity of filling out questionnaires, less information than desired was generated by this method. Out of 14 questionnaires mailed only 4 responses were received in time for the tabulation of the data. It is expected that most questionnaires will eventually be received at a later date.

CHICANO LIBRARIES, SPECIAL COLLECTIONS, AND PROJECTS

The collections that follow are presented with the information listed below if available:

Name of library
Address and phone number
Names of staff members
Description of materials

A. Pan American University Library, Edinburg, Texas 78539,
George Gause, Jr., Circulation Librarian and San Juanita Reyes,
Serials Librarian.

Emphasis on building a comprehensive collection of Chicano material was begun in 1975. The present budget allocations, 1977, are $5,000 for monographs and $500 for serials. The size of the collection is as follows: monographs-272, serials-62, 16mm films-2, kits-1, phono-tapes-0, phono-recordings-21, slides (Cesar Martinez' Chicano Art of the Southwest)-400, cassettes-26, archival collections-0, oral collections-2, number of subject headings in the vertical file-1 (Mexican American Studies). Oral history materials include "The Memories of Octavio Garcia, M.D., Pioneer Valley Physician" and "The Memories of Mr. Ramon Guerra, Pioneer Valley Ranchman." PAUE is microfilming its serials. A publication generated by the collection is a computer-printout bibliography of Chicano holdings of Pan American University-Edinburg, Pan American University-Brownsville, and Texas Southmost College.

B. The Institute of Oral History at the University of Texas at El Paso,
Liberal Arts 339, University of Texas at El Paso, El Paso, Texas 79968,
(915) 747-5488.

The Institute began in 1972. The staff includes the director, administrative assistant, and two transcriber/typists. Presently there are 284 oral collections. The oral collection on El Paso history includes interviews with persons who have knowledge of the general history of El Paso. Most begin with the early 20th century to the present. The collection on Ciudad Juarez, Chihuahua, oral history contains interviews dealing with the social, economic, and political history of the city including recent events. The oral collection on Chicano history reflects the social, political, and economic history of Chicanos. It spans several decades beginning with the early 20th century. Several sub-topics fall under this general heading. Most of these interviews deal with Chicanos in the El Paso area. The oral collection on the Mexican Revolution consists of recollections of persons who were involved in the Revolution or who were living in the El Paso area during the time of the Revolution or who had information of events that took place during these years. Some of the on-going projects of the Institute are (1) interviews with persons in the United States Custom Service (2) border history and (3) interviews with El Paso--Ciudad Juarez business and civic leaders on reducing tension along the United States-Mexico border. Publications that include excerpts from some of the interviews are Border Boom Town: Ciudad Juarez Since 1848 by Oscar J. Martinez, University of Texas Press, 1978 and The Chicano Political Experience: Three Perspectives by F. Chris Garcia and Rudolph O. de la Garza, Duxbury Press, 1977.

C. Pan American University Library, Brownsville, Texas

The Chicano collection has 317 monographs, 33 serials, one 16mm film, no kits, no phonotapes, 4 phono-recordings, 400 slides (Cesar Martinez' Chicano Art of the Southwest), 21 cassettes, no archival or oral collections, and no vertical file.

D. University of California, Berkeley, Chicano Studies Library, 110 Wheeler Hall, Berkeley, California. (415) 642-3859. Coordinator: Richard Chabran and Assistant Coordinator: Oscar Trevino.

The Chicano Studies Library houses a variety of material on the Chicano experience. Their card catalog is divided into seven individual catalogs with an additional "subject catalog" to be incorporated in the near future. These catalogs are the "author," "title," "shelf list," "student papers," "theses and dissertations," "new materials," and the "retrospective newspapers catalog." The library's serials, Chicano Art Center, and microform/audiovisual make up other services and collections. The library is non-circulating.

E. Juarez-Lincoln University Library, 715 East First Street, Austin, Texas 78701 (512) 474-5061.

The school was established in Austin in 1971 as one of four Juarez-Lincoln centers (the others are in San Antonio, Mission and Denver.) The library of the National Farmworker Information Clearinghouse houses several collections: (1) the main collection which emphasizes minorities, the poor, agricultural labor, manpower, and education, (2) the migrant information collection which includes reports from ESEA Title I Migrant, Rural Manpower Service, Migrant Health Projects, and EOA III-B (CETA III) programs, (3) the microfiche collection of migrant education, Spanish-speaking education, vocational education, and manpower, (4) periodicals on migrants, manpower, minorities, education and foundations, (5) news clippings about migrants and the

(6) proposal writing collection of funding sources and sample proposals for day care, vocational education, manpower, migrant programs, economic development, and health.

The library attempts to answer all requests from the Department of Labor and CETA III 303 grantees. This includes bibliographies, copying of materials, loan of materials, and special research. In addition, the library attempts to anticipate the needs of the grantees and to satisfy these through special mailouts or newsletters. Other requests are answered as time and the availability of materials permit.

F. Mexican American Library Project, Benson Latin American Collection, Sid Richardson Hall, Room 1.113, University of Texas, Austin, Texas 78712, (512) 471-5664, Roberto Urzua, Mexican American Studies Librarian, Martha Cotera, Special Consultant, Emma Gonzalez-Stupp, Library Assistant II, and Irene Serrano, Clerk Typist.

The Mexican American Library Project is collecting, as exhaustively as possible, all library material of and by Spanish-speaking people in the United States with an emphasis on the Mexican American. Table A reflects the statistical description of the materials that have been collected and shows whether they can circulate. The project was authorized in 1974. A $50,000 1974-1975 budget was granted in September. This included $15,000 which was set aside in the University library budget for acquisition of Chicano materials and a special grant of $4,235 which was awarded by the United States Department of Health, Education and Welfare, The present budget allocation is approximately $23,000 per year. Forthcoming publications include an annotated 16mm film list with complete ordering information.

TABLE A

Mexican American Library Project Holdings

Items	Number of items	Can they be checked out?
Monographs	Approx. 3,000	Yes, except for rare books and reference sources.
Movies (16mm)	49	Yes, to groups in Austin.
Microfilm		Library use only.
Posters	74	Yes, for exhibits.
Cassettes	130	Yes, to groups.
Phonotapes	69	Yes, to groups.
Phono-recordings (albums, 45 rpm)	130	Library use only.
Kits	54	Yes.
Videotapes	3	Yes.
Serials	Subscription - 181 Non-subscription - 133	Library use only.
Photographs	60	Library use only.
Art Work (watercolor drawings, pen and ink drawings, . . .)		Library use only.
Transparency collections	1	Yes.
Vertical file		Library use only.
Slides	400	Yes, to groups.
Archives (see Emma Gonzalez-Stupp's article for descriptions) Dr. George I. Sanchez Collection League of United Latin American Citizens Collection Catarino Garza Collection Eleuterio Escobar Collection		Library use only.
Other material (decals, pins, belt buckles, bracelets, . . .)		Library use only.

G. University of California, Berkeley, the Bancroft Library, Berkeley, California 94720, (415) 642-3773, Irene Moran, Head, Public Services.

In the collections of the Bancroft Library are many works about Mexico and about Chicano history. There is neither a separate budget, nor a staff for these materials, nor any statistics concerning these materials.

H. Chicano Research Library, 3121 Campbell Hall, University of California at Los Angeles, 405 Hilgard Avenue, Los Angeles, California 90024, Francisco Garcia, Coordinator.

The information on the Chicano Research Library (CRLib) below has been compiled and taken from the Appendix to Chicano Studies Center Annual Report, 1972-1973, Chicano Research Library and The Chicano Research Library at UCLA: Report of a Visit by Laura Gutiérrez-Witt. Ms. Gutiérrez-Witt, Director of the Nettie Lee Benson Latin American Collection, University of Texas, Austin, visited the Library of UCLA on March 28-29, 1974 in order to observe the library programs and services in the area of Mexican American materials.

The CRLib, a component of the Chicano Studies Center receives all of its financial support from funding received by the Chicano Studies Center. The Center in turn receives much of its monies from the Ford Foundation.

The CRLib performs four major functions: a) Bibliographic Research, b) Bibliographic Control, c) Bibliographic Development and d) Development of Community Information Systems. The staff consists of six persons: a full-time librarian, a full-time secretary, and four part-time research assistants.

The collection numbers about 4500 titles with 250 current periodical titles estimated. In 1976, Michael H. Randall compiled a list entitled Chicano Studies: Serials Holdings at UCLA which records the UCLA holdings of 224 serial publications dealing with Chicano studies. The publications in this list are located in the CRLib and in the various units of the University Library system. An on-going project concerning serials is the identification and acquisition (in xeroxed form) of periodical articles, using primarily the ERIC data base and the Social Science Citation Index.

The theses and dissertations collection numbers over 700 items on the Chicano. Datrex, a University Microfilms data base, has been one source of information.

One area of the audio-visual collection being developed is a Chicano Archive of Recorded Sound which will emphasize ethno-musicology and the collection of folk music tapes by Chicano musicians in the Southwest. The CRLib also owns forty-five tapes of interviews and scholarly lectures on Chicano topics. In collaboration with the UCLA Instructional Media Center, a motion picture collection on the Chicano is being developed. The CRLib owns about 26 films which are housed and serviced by the Instructional Media Center of UCLA. The rental fees are used to purchase additional films and to pay the maintenance costs of the collection.

The Chicano Studies Center at UCLA, with its active publications office and its research library, has, for all practical purposes, become the information clearinghouse on Chicano materials and research; consequently many of the underground and, therefore, ephemeral publications of Chicano origin in the United States are received without solicitation. Monographs distributed through regular publishing channels are ordered by the CRLib directly. The CRLib thereafter binds, catalogs, and classifies its own materials. None of the library technical services are shared with any other university unit and as a result CRLib acquires materials, particularly monographs, which inevitably duplicate those in the university library system.

OTHER LOCATIONS WITH CHICANO RESOURCES

Zimmerman Library, University of New Mexico, Albuquerque, New Mexico 87106, (505) 277-5961.

University of Texas at El Paso Library, El Paso, Texas 79968, Cesar Caballero, Chicano Services Section, (915) 747-5671.

Oral History Project, Baylor University, Box 6307, Waco, Texas 76706, (817) 755-2111.

Oral History Program, California State, Fullerton, 800 N. State College Blvd., Fullerton, California 92634, (714) 870-2714.

California State University, Dominguez Hills Library, 1000 East Victoria St., Dominguez Hills, California 90247, (916) 532-4300, ext. 201.

California State University, Fullerton Library, 800 N. State College Blvd., Box 4150, Fullerton, California 92634, (714) 870-2714.

University of California, San Diego, University Libraries, Miramar Road, Box 2367, San Diego, California 92037, (714) 453-2000, ext. 1961.

University of Southern California, Los Angeles, Memorial Library, University Park, Los Angeles, California 90007, (213) 746-2543.

Chicano Studies Library Project, Hayden Library, Arizona State University, Tempe, Arizona 85281, (602) 965-2594, Christine Marín, Coordinator.

CONCLUSION

This brief article has listed and described some Chicano libraries, special collections and projects that emphasize Mexican American content. Another purpose has been to stimulate research so that a more comprehensive list of Chicano collections can be generated in the future.

Such a list contributes significantly to a union list of Chicano materials nationwide. Knowing what one library has acquired, at least statistically, increases the chances of communication between individuals collecting in a common area; a union list of materials acquired in one library might encourage similar acquisitions by another; and the strengths and weaknesses of a collection might be brought to light as a result of looking at someone else's holdings.

APPENDIX A

QUESTIONNAIRE/DATA GATHERING

What year was the collection started and what was the budget allocation at its inception?

What is your present budget allocation?

What is the size of your staff? Please list titles of each member.

What is the size of the collection?

Monographs:
Serials:
16mm films:
Kits:
Phonotapes:
Phono-recordings
Slides:
Cassettes:

No. of archival collections:
No. of oral collections:
No. of subject headings in the vertical file:

If you collect archival materials please give titles and descriptions below:

Title:
Description:

Title:
Description:

Title:
Description:

Title:
Description:

Title:
Description:

If you collect oral history materials indicate titles and descriptions below:

Title:
Description:

Title:
Description:

Title:
Description:

Title:
Description:

What are on-going and future projects of the collection?

What publications have been generated by the collection?

Who are your patrons?

P.S. Please include organizational charts and brochures with the questionnaire if available.

Thanks.

THE MEXICAN AMERICAN LIBRARY PROJECT: A MODEL FOR UNIVERSITY LIBRARY SERVICE TO THE SPANISH-SPEAKING PEOPLE

Emma Gonzalez Stupp
Mexican American Library Project
University of Texas, Austin

THE MEXICAN AMERICAN LIBRARY PROJECT: A MODEL FOR UNIVERSITY LIBRARY SERVICE TO THE SPANISH-SPEAKING PEOPLE

Spanish-speaking communities and their need for library services have long been ignored. Libraries have been unaware or have put little emphasis on the needs of their Spanish-speaking patrons. One of the main purposes of a Chicano library project is to provide a community with the resources it needs to become conscious of the history and culture of the Spanish speaker and to enjoy its literary wealth. In a university community, such a project would be providing two different aspects of library services: needs of the community on the one hand, and the university's research-oriented goals on the other.

The idea of a Chicano collection development program at the University of Texas at Austin was first discussed by two graduate students in 1973. After several meetings with the University's library coordinators, a final draft of a proposal for a Chicano collection development program was drafted and submitted to the administration of the University. This proposal outlined the objectives of a Chicano collection development program, the rationale behind such a program, the present level of efforts, and an outline of the resources needed to bring a library program for Chicanos at Austin to an acceptable level.

As a result, the Mexican American Library Project was established in 1974 for a five-year probationary period. Three full time permanent positions were established: one professional librarian, a senior library assistant, and a clerk typist. A one-quarter time special consultant was also made available to orientate and to help attain the materials available for the Mexican American Library Project. At the time of its conception, the project opened with partial federal funding and partial University funding. By its second year, the project was operating on a $20,000.00 yearly book budget from the University's General Libraries book fund. The projects' present acquisition policy is flexible enough to allow collecting any and all materials which reflect the history and culture of the Spanish-speaking people. This includes books, pamphlets, journals, periodicals, newspapers, maps, manuscripts, archival, and other non-book materials such as phonograph recordings, tapes, photography, graphic works, etc.

COLLECTION DEVELOPMENT

The purpose of developing a collection policy for the Mexican American Library Project is to support courses presently being offered and to support courses which might in the future be offered by the University at the graduate and undergraduate levels in the area of Mexican American Studies, to provide resource materials needed for pursuit of independent scholarly study, and to provide information for the public at large. As a special collection, therefore, the Mexican American Library Project will collect all materials which relate to Hispanic Americans with special emphasis on Mexican Americans.

Much of the project's first two years were concentrated on office organization and user education sources. Many problems were encountered because of the lack of precedent in this special area. This year, the organization of the project has been completed, and it is experiencing more efficient management.

User education for the Chicano community has been a challenge in library services to the community. Library materials have been and are lent out for exhibits and library movies are shown by community organizations periodically.

To provide adequate reference services to a Chicano community and to a university population is to search endlessly for new sources of unpublished material. For subject areas in which little material has been published, other sources are often available. Oral history collections are very useful in this area. Aware of the growing interest in the Spanish-speaking people in the United States, the Mexican American Library Project has been establishing an oral history collection in the following major subject areas: Immigration/Undocumented workers, Texas farmworkers/Farm and migrant labor, Political history, and Chicano literature and drama.

Another important resource area for user education/services is the listing of the various community and state agencies in the area serving the Chicano community. Referring people to specific state and county agencies whose reports, studies, and surveys are constantly being provided and updated gives the public detailed current information not available elsewhere. All reference questions received by the project whether written or by telephone are documented in order to understand the needs and trends of the times. The following subject areas provide a general overview of what is being searched by our patrons:

1. Socio-economic impact on the Southwest concerning the Mexican American border situation and implications of the proposed amnesty.
2. Current information on migrants and undocumented workers.
3. Pictures of prominent Spanish people in the Southwest settlements of the 19th and 20th centuries.
4. Information on Lucy Gonzalez Parsons.
5. List of local Chicano organizations.
6. Names of early and contemporary Mexican American journalists of the Southwest.
7. Materials on housing and education of the Mexican American.
8. Number and occupation of Spanish-speaking people in Texas.

ARCHIVAL COLLECTIONS/RARE BOOK DEVELOPMENT

Much of a library's national importance depends on their ability to collect archives and rare books to their collection. For this reason, emphasis has been placed this year upon enlarging archival materials in order to establish a well-rounded Chicano collection in every aspect of library services. The Mexican American Library Project has been very active in pursuing possible leads to interesting people who might have documented historical events of the life of Spanish-speaking people. The following are some of the major acquisitions acquired to date.

Economy Furniture Strike Papers

The Economy Furniture Strike was the result of the workers demanding higher wages and the right to unionize. Most strikers were Chicanos, and, with the help of the Catholic Church, they managed to endure a four year strike against the Economy Furniture Store of Austin, Texas. This collection consists of 46 file folders containing a variety of printed, handwritten, and typed materials pertaining to the *huelga* efforts and a collection of 90 photographs covering the four years of strike activities. Approximately 12 of these photographs are of Cesar Chavez who visited Austin, Texas to defend the strikers. Also included is a file of newspapers, newsletters, and leaflets on the strikers' activities.

Specific descriptions of the items in the collection:

1. Leaflets and ballots
2. Meeting rosters
3. Minutes of the strike committee meetings
4. Extensive correspondence files
5. Legal files on local court action on behalf of the union.
6. Special publications and newspaper clippings of strike-related events
7. Chronology of *huelga* events

Eleuterio Escobar Collection (1894-1971)

Eleuterio Escobar was an enterprising person born in Laredo, Texas in 1894; very business-oriented, he went into business for himself many times. His main concern was to see that Mexican American children received an adequate education. In 1947, he was engaged in one of the greatest fights for equal educational rights that the city of San Antonio has ever witnessed.

The Escobar collection consists of 13 boxes containing his personal correspondence with well-known leaders such as Carlos Casteñeda, Alfonso Perales, and many others. An important document in the collection, present in varied form, is his autobiography. Also available are legal documents and materials from the "Liga Pro-Defensa Escobar", undated speeches, and correspondence concerning his many business ventures.

E. E. Mireles and Jovita Mireles Collection:

Edmundo Mireles is a well-known educator from the Corpus Christi area; his wife Jovita is an important folklorist and writer on her own right, and together they have worked on many books and projects. They were very involved with the creation of three school programs: Pre-School English Program, Spanish Program, and the Adult Education Program. Most of the material in this collection concentrates on these three programs. The Spanish Program material chronicles the history and development of the program beginning in September 1940 in the Corpus Christi schools to later years when it spread throughout Texas. It subsequently spread to other states and countries and influenced the teaching of foreign languages in our schools as well as other countries. Other collected material covers the origin of the teaching of Spanish in the elementary grades, the beginning of the Pre-School English Program in Texas schools, and the Adult

Education Program. The collection consists of correspondence, pictures, reports, and articles written over the different school programs.

LULAC Collection

The League of United Latin American Citizens Collection consists of the history of the organization, pictures of former presidents, its constitution and by-laws, reports issued by the organization, programs of its annual conventions, several issues of the publication "LULAC News", posters, and photographs of officers photographed with government dignitaries. This collection was one of the earliest archival collections acquired.

Photograph Collections

The Mexican American Library Project houses two photograph collections. One is a 28 photograph collection by Manuel Ramirez from Laredo, Texas, which consists of black and white photographs depicting life in the Laredo barrios and the impoverished conditions in which Chicanos still live. The other collection is a set of 18 photographs bought from the Library of Congress. These photographs depict migrant labor camps in Michigan around the 1930's.

Art Collections

The Mexican American Library Project has acquired art works from two leading Chicano artists, Amado Maurilio Peña and Carmen Lomas Garza. Carmen Lomas Garza is a Kingsville, Texas, artist that currently resides in San Francisco. Her work consists of black and white and other dark-toned sketches. In comparison, Amado Peña works with vivid colors. His work is largely political and usually carries a strong statement; his medium is watercolors, and it has been labeled by critics as "Revolutionary Art."

CONCLUSION

The Mexican American Library Project's administrative techniques are constantly evolving and improving. Files have been revised to ensure maximal efficiency; cataloging and processing procedures have been simplified for greater availability of materials to the patrons. Acquisition statistics are recorded for greater control. Form letters were developed to speed up inquiries for more complete ordering information, location of copies, requesting catalogs and free items besides other useful information. With regard to public service, the emphasis has been on user education and product development: members of our staff have presented class lectures concerning the material available at the project to encourage usage. Lists of such audio-visual material as lists of kits, movies, phonographs, tapes, cassettes, and subject bibliographies have been made available.

GENERAL LIBRARIES
LATIN AMERICAN COLLECTION
ANNUAL REPORT: MEXICAN AMERICAN LIBRARY PROJECT
SEPTEMBER 1, 1976 - AUGUST 31, 1977

ADMINISTRATION

M.A.L.P. Staff members know that an efficient administrative base will streamline activities, maximize staff time and result in improved services to all patrons. To this end many improvements have been initiated and fully implemented in 1976-1977. Many other administrative projects to be implemented in the future also were conceptualized and planned during this reporting year.

Files Operations

The staff in 1976-1977 concentrated in identifying our biggest problem areas in internal as well as external operations. One of these identifiable areas was that our filing system failed to differentiate precisely between what operations were strictly M.A.L.P., which were M.A.L.P./U.T. General Libraries (G.L.), and which operations and communications were external, that is, concerning other Chicano Studies libraries, potential sources of information, archives, and sources for referral services.

For approximately eight weeks materials were reviewed and sorted; a five part system was then designed with major divisions and color codings. The divisions and subdivisions were negotiated with the participation of all staff members to ensure an effective design which was workable for everyone. The major divisions for files operations were:

1. Mexican American Library Project, internal operations (budgets, personnel, internal memos, products progress reports, etc.)
2. U.T. General Libraries (policies, guidelines, newsletters)
3. External Institutions (other Chicano studies libraries and institutions with close ties to M.A.L.P.)

4. Publishers Catalog File (comprehensive, organized, labeled and retrievable)

Once the files were organized and color-coded, the administrative workload and "running around" time was greatly reduced. The staff can now file and retrieve information effectively. With volunteer labor during the summer of 1977, two file lists, the office file headings and the vertical file headings were drawn up thus further reducing file time.

Cataloguing and Processing Activities

In 1976-1977 a very close analysis was made of the cataloguing function within M.A.L.P. and of the long-range effect of these cataloguing activities both on the eventual formulation of a University of Texas union list of holdings on Hispanic American topics. The "homemade" subject system initiated by the project in the early spring of 1975 proved limiting, time consuming, and ineffectual given the project's staff limitations and the volume of materials processed.

In a series of M.A.L.P. staff work sessions on the projects' total cataloguing system, the staff decided to initiate a process for changing the M.A.L.P. "homemade" catalog to a Library of Congress (LC) catalog. Sessions with Laura Gutierrez and Sue Philips followed, concerning logistics and the process for change. Project staff have thus proposed to work with the LAC catalogers in developing a master list of LC subject headings for Hispanic American topics. Through the subject expertise of the staff and the experience of the LAC cataloguers a thesaurus of specific subject headings will be formulated for cross-reference purposes. This system will enable the maintenance of a Hispanic materials catalog to which cards may be added easily as materials are acquired. Also this will facilitate the initiation of a union list project on Hispanic materials at University of Texas compatible with the General Libraries holdings.

At the same time, through the thesaurus of cross reference descriptors, those LC subject headings which tend to be too broad, such as bilingual education, labor and laboring classes and migratory workers, can be sub-divided for researchers using the Hispanic catalogs and union list. The change-over process for the thousands of cards now on file will involve duplicating catalog cards sets, and it will be slow. However, the staff has pledges from a Library Science graduate class to provide assistance in indexing.

Before any actual plan is instituted formally, a comprehensive report will be submitted to Laura Gutierrez to be cleared through the usual process. At this time, the project is already receiving sets of LC cards which will be filed according to LC subject headings.

One administrative problem, of having the staff typing "homemade" cards has been eliminated, since an arrangement has been made with the catalog department to have card sets supplied for new items. For retroactive items, card sets are being supplied as fast as possible to the project. The process of streamlining the Hispanic American materials catalog and initiating a University of Texas General Libraries Union List of Holdings will be a major goal for the 1977-1978 reporting year. Activities and plans will be submitted in a special report to Laura Gutierrez by the end of September 1977.

The problem of processing gifts has also existed since 1975. During this program year, the processing of gifts has been made more efficient through a cooperative venture with cataloguing. Cataloguers will locate first copies of gifts, catalogue them and immediately notify M.A.L.P. staff so that decisions can be made expeditiously on additional copies received.

ACQUISITION ACTIVITIES

M.A.L.P. staff met the annual goal of acquiring Hispanic materials nationally. These materials cost $23,000. This includes amounts allocated for Hispanic serials. Although the time allocated for expenditures was cut short by at least two months, the project staff met the deadline of May 31, 1977 for expenditure of funds. For the first time since 1975, massive volumes of materials were identified, enabling the staff to apply stricter selection criteria for purchased items.

Our success in acquisitions is largely due to the formulation of a standardized letter of inquiry which facilitated speedy replies concerning availability, prices, publication lists and other matters. Search time has also been cut to a minimum with the implementation of a system for keeping the "new order" box files current. In 1976-1977 the staff checked the "new order" box letter by letter to identify materials which had been already received and which had catalog card sets. Once the files were current, only slips which represented materials still outstanding were left in the "new orders" box. This has cut down tremendously on search activities for new acquisitions.

Puerto Rican Materials

Our ability to identify and to acquire Puerto Rican materials was greatly improved with a short duration impact program to identify community sources and commercial suppliers of Puerto Rican materials in the U.S. A detailed list of sources was prepared for the project by Ms. Carmen Delgado, a Puerto Rican staff member, and substantial acquisitions were made as a result. This product will be utilized in 1977-1978 in establishing communication with all sources listed and in acquiring as many of the materials offered as possible. In addition this list of distributors will be updated in 1977-1978 just as the Mexican American sources lists are updated regularly by the project.

Ethnic Heritage Projects

In efforts to sustain contact with sources of newly created materials the project also has been placed on mailing lists of 32 ethnic heritage projects in the U.S. which are involved in Hispanic heritage research. These projects have already yielded some obscure and highly creative gift items for the collection such as *An Annotated Bibliography of Chicano Folklore from the Southwestern United States* prepared by the Center for the Study of Comparative Folklore and Mythology, U.C.L.A. Good materials are expected from these sources for the year 1977-1978. A similar strategy for special purpose projects is planned for 1977-1978.

Archives Acquisition

Dr. Hector P. Garcia, founder of the American G.I. Forum, was approached during the year with regard to the microfilming of his collection. Unfortunately, he feels strongly that a Chicano(a) should be one of the regents at the University of Texas, Austin and until one is, he will not allow any of his materials to be microfilmed by the University. He permits researchers to use his collection but they have to be in the process of publishing. Dr. Garcia will not change his position. Withholding access to his collection, even though it is his, does not exert political pressure for his cause. It merely keeps access in general to a minimum. The collection is valuable and other strategies, such as working through Dr. Garcia's friends, are being considered.

Throughout the year communication continued with Mr. Edmundo E. Mireles, of Corpus Christi, Texas for the purpose of acquiring his private collection.

His materials, which concern the areas of elementary Spanish, preschool classes in English, and adult education, cover a span of approximately 17 years, 1947-1964. Mr. Mireles was born in Parral, Chihuahua, Mexico and was editor of El Universitario, student newspaper of the University of Texas, Austin; El Progreso, Corpus Christi, Texas (1940) and Texas Mexican Gazette, Corpus Christi (1945). He was also in 1944 president of the Pan American Council of Texas, located in Corpus Christi.

Other trips were made to locate materials of interest to M.A.L.P. by Martha Cotera. In El Paso, relevant Chicano history references were found in the El Paso Public Library. The newspaper index, reference and biographical indexes and the Cleofas Calleros archives contained much information of interest.

While in New Orleans, Martha visited historical collections and rare book dealers for out-of-print materials and other publications on the Louisiana Spanish community.

Another on-going project of M.A.L.P. is to collect the speeches and important oral presentations of County Judge Jose Angel Gutierrez. Thirty-four cassettes were sent to Judge Gutierrez for this purpose. He fixed a fee of $800 for the contents of the recordings and $100 extra for their copying and cataloguing. The transcribing of the tapes by Judge Gutierrez's staff and the question of copyrights has temporarily prevented completion of this project. However Martha is keeping in contact with him, and the outlook is very good that M.A.L.P. will acquire the recorded discourse of the Mexican American leader.

Rare Books Acquisition

As part of acquisition activities in 1976-1977, the staff undertook a massive effort to locate as many dealers as possible in rare books, covering

Hispanic topics. After conferences with expert personnel at U.T.G.L. and review of the catalogs available, a basic list of rare books dealers was compiled in the spring of 1977. To this basic list have been added many other stores identified by staff when they had traveled.

Many of the dealers throughout the U.S. have been alerted as to the project's interest in acquiring relevant material not available locally. Contact with these suppliers will be renewed annually and at other intervals as necessary to acquire more of these valuable materials. In 1977 these valuable contacts enabled M.A.L.P. to purchase over $6,000 worth of items for the collection.

PUBLIC SERVICE ACTIVITIES

Reference Services

The project has centered on the traditional areas of reference services including:

1. Quick reference requests which are answered by phone or given to a person who walks into the office. Most of our requests concern authors, titles and publishers of works on Hispanic topics; addresses of prominent individuals or institutions; historical dates or events.

2. Referral services which require that the best source for motion pictures, specific archives, groups of individuals, that is Chicano artists, writers, feminists; specific specialized collections such as bilingual education, teacher training, public libraries with services to Chicanos; newspaper holdings by other institutions be identified for the user.

3. Long term research efforts: this reporting year significant projects which were assisted are the following:

   --development of an ethnic heritage proposal for the School of Communication.

   --development of a research bibliography by Roberto S. Guerra for the U.S. Border States Commission.

   --development of an update for Dr. Theodore Andersson's bibliography, Bilingual Schooling in the U. S.

--development of some marketing lists and strategies for Chicano, Puerto Rican and Cuban artists for their artwork and prints; in exchange they have provided extensive lists of active artists in the U. S.

--development of Hispanic women media resources for the use of the International Women's Year National Commission.

Other problem areas in reference and circulation have been resolved. For example all reference and rare use materials, such as tape recordings, have been moved to the Rare Book's Room for more efficient control and patron use. All of the audio-visuals in the Mexican American Library Project continue to have frequent use by University and area borrowers.

User Education

The user education activities for the Mexican American Library Project have included presentations/tours to groups and individuals. In the fall of 1976, classes from Juárez Lincoln University, Austin, Texas, and Dr. Andres Tijerin's history class, University of Texas, Austin, visited the project.

A presentation on the Mexican American Library Project was given at the Methodist Student Center for the Chicano Culture Committee, fall 1976, and the Mexican American studies Librarian appeared on KTTV television, Austin, fall 1976, promoting the activities of the project.

Other groups that were briefed on the project and shown the types of materials collected were the Boy Scouts from San Antonio, spring 1977, the Bergstrom Amigos Club, September 1977, who were interested in "Fiestas Patrias" materials, and students from Waco, Texas, spring, 1977.

Martha Cotera, a consultant with the project, lectured about the collection in Inez Tovar's Chicano Literature class, English Department, fall 1976, spring 1977, and summer 1977. Dr. Bonnie Freeman's class, University of Texas, Austin, also heard Martha speak on sexism and racism. Off campus she introduced the project to Brother Dunn's class on Chicano Studies at St. Edward's University, spring 1977.

Numerous individuals and smaller groups were given presentations and tours in 1976-1977. People from outreach counseling (American G.I. Forum), the Mexican Consulate (Austin), a bilingual education center (Kingsville, Texas), the health department (Austin Travis County), a community college (Del Mar, Corpus Christi) and a migrant project (San Antonio) came to the project to utilize the materials and resources.

Product Development

The project developed a series of products to assess collection holdings. The products have been utilized internally and many have been used on a nationwide basis. Some of the most effective products will be selected for editing and issued for external use in 1977-1978.

External Use Products

1. List of Puerto Rican Materials Publishers and Distributors
2. Acquisitions List, August 1977
3. Mexican American Reference Sources

Holdings Lists Prepared in 1976-1977

1. Holdings list of educational kits
2. Holdings list of posters
3. Holdings list of records
4. Holdings list of 16mm films (annotated)
5. Holdings list of 16mm films (no annotations)

GOALS AND OBJECTIVES FOR THE MEXICAN AMERICAN LIBRARY PROJECT IN 1977-1978

The project continues with the major goal of establishing and operating an effective collection for Hispanic materials within the University of Texas General Library's System. Some of the major program objectives have been already outlined in the foregoing sections. However, some major program plans for 1977-1978 include the following:

Administration

It primarily is hoped that our Hispanic materials catalog can be changed to the Library of Congress system by January 1978 so that union list activities can be initiated by early spring 1978.

Acquisitions

1) In September 1977, a program for estimating dollar value of gifts received will be implemented so these acquisitions can be added to program statistics. Thus, future project administrators will be able to maintain aggressive acquisition of "non-commercial" publications and a return on staff salaries and time spent on "non-commercial" and other donated items can be estimated. Since a large percentage of materials are gifts and free of charge, it is important to institute this activity.

2) In 1977-1978, massive mailings will be conducted to reinforce contact with the following target groups which regularly produce materials, both commercial and non-commercial:

--Bilingual education network

--Multicultural Women's Studies programs, W.E.E.A. and university sponsored

--Migrant Title I network

--Chicano Studies network

- --Community organizations from which we have not heard in over 12 months
- --Identification of ethnic studies programs for Hispanic groups other than Mexican American
- --Archives acquisition: we will work toward completing negotiations for the acquisition of three collections: the Mireles collection, Jose Angel Gutierrez tapes and printed materials and the Austin Chicano Huelga for the 5-year strike effort against Economy Furniture Company in Austin, Texas

Public Services

1) Areas which will be strengthened are the user education program, public relations activities and the project's visibility in the University community. At least one user education activity per month will be hosted.

2) A plan for a better system to document completed reference work will be instituted.

3) A policy for the care, maintenance and circulation of 16mm films will be developed.

The Mexican American Library Project staff members are more confident that, as the project enters its third year, operation goals and objectives become easier to meet. The basic administrative processes are now on firm foundation. Relationships with supportive personnel at the Nettie Lee Benson Latin American Collection are effective and efficient due to continuous interaction and communication which allows solutions to be formulated efficiently. This encourages the staff to continue to resolve problems and improve the operations of the project. No problems are envisioned which would keep the staff from meeting their program objectives in 1977-1978.

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